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ABSTRACT

During the last three decades many commissions and committees have been appointed by the government of India, many conferences and seminars have been conducted, and many surveys and case studies have been undertaken to study the problems of higher education in India. This annotated bibliography attempts to bring together significant source materials on problems in academe since independence. After an introductory overview, the main part of the study (part 2) consists of an annotated list of 250 entries dealing with various problems in higher education during the period 1947-1977. Subsequent sections provide listings and descriptions of abstracting services, directories, periodicals, conference proceedings, and higher education organizations throughout the world. A list of acronyms, an author-title index, and a subject index are also included. (LC)

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PROBLEMS OF HIGHER EDUCATION IN INDIA

An Annotated Bibliography of Source Material

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To My Teachers

ABOUT THE BOOK

During the last three decades many commissions and committees have been appointed by the Government; many conferences and seminars have been conducted; and many surveys and case studies have been undertaken to study the problems of higher education in India. On account of these multifarious activities a tremendous literature explosion has taken place in this field, but no systematic efforts have been made to encompass this literature; particularly the source materials which are so essential to research. This compilation attempts to fill this gap.

In this book an effort has been made to bring together all significant source materials that are available on the *Problems of Higher Education in India* since independence. The coverage includes both national as well as international source and covers the English language publications only.

The book will be highly useful to research scholars, academicians educationalists and administrators who are actively associated with the subject of higher education in India.

PROBLEMS OF HIGHER EDUCATION IN INDIA

*An Annotated Bibliography
of Source Material*

D. KAMALAVIJAYAN

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Part 1
INTRODUCTION

INTRODUCTION

Education which plays a prominent role in the social and political life of a nation is viewed as a factor eminently suited to bring about social changes, economic growth, political development and modernisation. This belief in the value of Education is shared by almost all social scientists, international experts and national policy makers. Education is a powerful instrument for national development and it can act as an instrument of social change and transform the existing social system of any given country into one based on the principles of justice, equality, liberty and dignity of the individual and provide adequate and equal opportunity to every child and help him to develop his personality to the fullest level.

One of the major problems confronting higher education in India is the graduate unemployment. The persistent and growing number of unemployed graduates threaten the social and political stability. This phenomenon not only frustrates youth ambitions but socially taxes the aspirations of parents also. Student agitations threaten not only the political stability but also the atmosphere in the educational institutions. Its nature remains mainly disruptive and one of the main reasons for this sort of unrest among students is the growth of graduate unemployment in the country. The growth of student unions based on the political ideologies work more or less in close association with the political parties outside. Whenever there is any movement started by the political parties the student unions functioning in the colleges and universities either support the movement or directly involve in it.

The expansion of higher education in the country is not in proportion to the job opportunities available outside. Moreover, mostly the students of arts and other allied subjects do

not get enough job opportunities to stand on their own feet. Instead of solving the problem, this unequal expansion adds to its dimension. In addition to these, the inherent defects of our educational system, especially the irrelevance of the curricula to the socio-economic needs of the society, the defective examination system, shortage of finances, student unrest etc. are some of the problems confronting our higher educational institutions.

For the past thirty years many commissions and committees have been appointed to study the subject; many conferences and seminars were conducted on this problem, many surveys and case studies were made on this topic. But the results of these efforts could not give a satisfactory solution to the problems of higher education in India. Research on these problems is in progress in a number of institutions in India and abroad. Lot of literature has been produced as a result of this education explosion. Most of the literature appearing in the form of periodical articles are abstracted and indexed by documentation services in India and abroad. But no effort has been made so far to prepare a comprehensive annotated list of the source materials on this topic in India or abroad so far, which would serve as a useful guide to researchers interested in this field. Only some bibliographies have been brought out on this very important problem of the country.

I am confident that this bibliography will be helpful to all those who have some interest in the subject. Research scholars in the field of higher education will specially find it highly useful. The remaining sections of this brief introduction deal with the following :

Section III—Gives an account of the aims, scope and method of study, Section IV—an attempt has been made to give a brief history of the development of higher education in India upto independence, Section V—development of higher education in the post-independence era with special reference to the problems of higher education and finally Section VI—the various problems of higher education are dealt with in detail.

The next part which is the main part of this study and forms part 2, of this dissertation consists of an annotated list of 250 entries of source materials which deals with various problems of higher education during the period 1947-77. During the course of the present study I have collected references and examined over 500 items of source materials but after careful selection only 250 of them have been included in the list.

The present study is intended to bring at one place, in the form of references, all significant literature that is available on the problems of higher education. An attempt has been made to cover all the important aspects of the problem. The study is confined to India only.

For literature search, I have consulted a number of bibliographies both having national and international coverages for acquiring relevant bibliographical details. In addition to that I have consulted the catalogues of many of the leading libraries in higher education in the country such as Central Institute of Education Library (Delhi University, Delhi), Central Secretariat Library (Ministry of Education, New Delhi), University Grants Commission Library (New Delhi) and University libraries at Aligarh, Delhi and New Delhi (Jawaharlal Nehru University).

After preparing a preliminary list of the important documents pertaining to the topic, I have consulted the source materials in the above mentioned libraries and provided annotations for them after confronting so many difficulties to get the required sources on higher education and entered them on 5" x 3" cards according to Anglo-American Cataloguing Rule (1967) with slight modifications.

The sources to which annotations were given include both national and international in coverage with relevance to Indian problems. Publications of both governmental and non-governmental agencies are included.

The coverage of materials selected is restricted to publications in the English language only. A reference to some

books and some articles which in a manner of speaking are basic to the topic has also been made.

The entries have been arranged according to classification numbers with some slight variations. The Education schedule of colon classification has been adopted for this purpose. The feature headings obtained by chain procedure by translating each successive sought digit of the class number into its equivalent term in the favoured language have been provided. Two or more entires having the same class number have been arranged alphabetically among themselves. Brief notes on Educational organisations both national and international for the promotion of higher education in India are included in the part three.

In addition necessary appendices to support the annotated list have been provided in this part. These include :

- i) List of acronyms;
- ii) An author-title index; and
- iii) A subject index.

It is Macaulay's concept of educational system that we have been following since years and we have not taken so far the drastic measures that would change the entire structure of higher education in India. Higher education is defined as post-secondary education leading to a recognised degree of a university or institute legally authorised to grant such degrees. On analysing this definition of higher education in India one can clearly understand the attitude of the so-called experts of education about educational system in India.

We are proud of the achievements gained since independence but a thorough investigation has to be undertaken about whether the present system of higher education in India has been able to improve the standard of students and produce a new generation of youth with its own character and ideology so as to be helpful for building a greater nation. We have to think whether the present system of higher education has

been helpful for the children of workers, peasants and tillers of the soil to come forward and to their studies in the higher educational institutions. Moreover, it is also to be investigated whether the universities and the centres of higher learning have been reoriented in keeping with the needs of applied research in the field of science, technology, industry and agriculture. If we conduct a survey/study on the socio-economic background of the people at the top level and that of the professors and chief executives, it will be found that majority of such people had public school background and moreover they represent upper strata of Indian stratified and segmented social hierarchy. The present system of higher education leads the youth nowhere and frustration, violence and massive educated unemployment are the major consequences of this system of education. Under the present system a certificate or a university degree is not necessarily a correct index of one's merit and educational ability. Moreover, the state should create enough conducive conditions to bring about intellectuals from all walks of life and particularly from the lower strata of the society.

We are the inheritors of a British style of education and it was introduced by the British Government to train a group of people in India for their mere clerical works. A clean analysis of the ancient and medieval educational system shows that we had the rudiments of education in Gurukula style. We had in olden days a vernacular system of education comprising 'puranas' and 'vedas' as the main course of studies. We read in history the existence of the age old higher educational institutions like Takshashila and Nalanda in ancient India which attracted a good number of foreign scholars to this land. More or less the education before the advent of the British style of education was the monopoly of the upper caste Hindus. The advent of the Westerners particularly the Britishers and their efforts to establish educational institutions in India marked a new era in the educational history of India. In the year 1857 the British established India's first three modern universities one each in Bombay, Calcutta and Madras.

Following the country's political independence in the year 1947 education received renewed emphasis. The number of students in higher education has increased. During 1967-68, 22,18,972 students were enrolled in higher educational institutions. Of these 84.6% were admitted to B.A., B.Sc., and B.Com. degrees and less than 6% for post-graduate degrees. The total number of colleges has doubled in this decade increasing from 1537 in 1960-61 to 2,942 in 1968-69. The Education Commission observed in June 1966, the present rate of expansion (10% a year) is assumed to continue for the next 20 years, the total enrolments in higher education would be between seven and eight million by 1985-86 or more than twice the estimated requirements of manpower for national development. An economy like ours can neither have the funds to expand higher education at the scale nor the capacity to find suitable employment for the millions of graduates who come out of the educational system at this level of enrolment. Enrolment in higher education is far above the expected levels and already much beyond our resources and capacity. Since many people who come out of the universities do not get job opportunities it can be argued that the expansion of facilities in higher education should be planned broadly on the basis of general trends regarding manpower needs and employment opportunities. Undoubtedly, there are difficulties in manpower planning and in linking the same to educational enrolment. Since 1959, five Indian Institutes of Technology each receiving international aid, have been established to develop engineering and technical courses based on modern discoveries and methods. Since 1960, many states have established agricultural universities combining education, research and extension services.

Beginning with the report made in 1950 by the University Education Commission, the Central and State Governments have subjected higher education to a continuous series of investigations and studies. The main motto of the entire series of investigations was to develop guidance and growth policies for all types of post-secondary education throughout the country. The reports emanating from the investigations

and studies resulted in several major innovations: (i) a standard three year college programme for graduate degree; (ii) examination reform, with internal assessment of a student's assessment by his teachers; (iii) increased number of tutorials and seminars and a greater account of field work at the under-graduate level; (iv) interdisciplinary courses; (v) extension and correspondence courses; (vi) a good number of agricultural universities having mainly 3 functions (a) to provide extension services, (b) do research and (c) teaching; (vii) Five Indian Institutes of Technology to provide modern engineering and technical education for India's major developmental programmes; (viii) 26 centres of advanced study to provide a high quality of advanced teaching and research; (ix) junior colleges (in the state of Kerala) to provide 11th and 12th year of schooling etc.

The resources in our country are inadequate to absorb the products of the educational system. In theory, the enrolment in the higher education can keep pace only if higher secondary education is vocationalised. It is to be admitted that a young man will not willingly choose a vocational course unless there is reasonable guarantee of a satisfactory employment on completion of the course. The essence of the matter is that both economic and educational systems must provide adequate opportunities for the fast growing population.

From 1960 onwards, colleges and universities were once again caught up in student agitations which gradually assumed an organised form though still unstructured. India has more students in universities than any other country though the proportion of university students per thousand is the lowest. India has a record of the highest transfer percentage of secondary school students to universities while wastage is also very high. More Indian graduates leave the university to enter the labour force than elsewhere though again the percentage of graduates in the labour force is very small. The graduates do not get adequate jobs suitable to their qualifications. They take up any job irrespective of their academic qualifications for mere existence. Even if the graduates having

poor economic background secure first class they will find it very difficult to get job provided; they do not have any pull and pressure. The technology of diffused and inexpensive mass higher education is being developed rapidly in India and encouraged in several quarters. Correspondence course students increase in number and many who previously would not have attended the University get chance to gain degrees. Another reason to the increase in growth rate and enrolment is the further development of night and early morning shifts in existing colleges. There is also increase in enrolment from scheduled castes and scheduled tribes and backward communities.

Unemployment is experienced worst by graduates in arts. The employability of first division graduates remain high. The largest percentage of graduates are employed in clerical and administrative jobs in the public sector. The second largest percentage is in the teaching. Only a fraction of a percentage of graduates are self-employed. There is an increase in participation by women graduates in the work force. Earnings do not improve with most types of further general education except for the Ph.D. There is recently much talk in India about the irrelevance of higher education in the context of India's development. Such an assumption is of course true and it is better to say that for the skills necessary in the work most graduates find that the university degree is irrelevant except as an elite identifying mechanism. When opportunities exist for jobs for which the more relevant higher education is appropriate, Indian from all walks of life will pursue that education.

It is a matter to be noted and investigated further that multiple factors like education, race, sector, region, state ownership influence politics cast and community affect the aggregate employment. These factors mentioned above play a dominant role in determining the job opportunities of a candidate inspite of the academic qualifications he may have. The fourth five year plan can hardly be described as "employment plan", despite the increased investment envisioned in it. Development in Science and Technology will definitely provide employ-

ment for the graduates. Self-employment is virtually unsupported by both the central and state governments. The political system is confronted with a situation in which the number of students completing university education and seeking employment far exceed the potential of the economy to provide them with jobs. Most of the university graduates are after white collar jobs. A good number of them are not interested in self-employment. The University Employment Information and Guidance Bureau offers to several hundred students, an opportunity to find employment, while they are studying.

The government of India and the Government of various states have not evolved any specific methods so far to reorientate university education to help the graduates to secure good jobs. The university employment, information and guidance bureau have not succeeded fully in giving them suitable employment. On the contrary education which is an instrument for change should reach out to common man and the working class so that they also get a chance to improve their social status.

The expansion of higher education has failed to benefit all strata of Indian society. It has benefitted only a small portion of the people belonging to the socially and economically better off classes. The Indian university and college system has suffered from the incapacity to generate a compelling tradition of intellectual work of its own. A university succeeds as an institution of higher education to the extent that it differentiates itself from environmental cultural traditions and generates its own traditions-both institutional as well as professional, which sustains its efforts in teaching and research. It is to this failure that some of the present weakness of Indian higher education can be attributed. A university is a part of the heart of society in the sense that it functions vitally to the development of society such as training, evaluating, informing, educating and equipping individuals with various human faculties.

In India the academic profession as such has had little attractive power. Many young men in this country are still

guided or directed to particular occupations by the decisions of their elders. Parents encourage their children to enter government services or medicine or engineering or law but not the university and college teaching. Even the academic profession in the country does not encourage its best brains to pursue academic careers. There are universities which are famous for encouraging and preparing their best pupils to enter the competitive examinations for the higher civil service.

Internal academic hierarchial order of the university system itself, mostly works as a handicap to achieve the best goals of profession. To be more clear, with institutional system, pronounced internal stratification of academic life condemns a large part of the profession to inferior academic status. There has been a stratification which discriminates between the Universities and the affiliated colleges. More than 80% of the Indian academics teach in Colleges. The universities have better salary scales than colleges. Their conditions of service are better. Their members of the faculty teach less and they have more opportunity to teach more advanced specialised subjects. The university teachers have higher grades or ranks to which they can reasonably hope to advance. Except for the principalship, or the headship of a department in a large college, the college teacher has no ladder of advancement once he has reached the upper limit of his scale. There is some mobility of teachers between universities, but there is very little between colleges. The intellectual autonomy and initiative of the great mass of teachers is less confined to the little wall of the colleges and the university.

Quantitative expansion has been the main characteristic of development in India's educational scene during the last two decades. Moreover, the rate of growth has not been uniform among the various sectors such as primary, secondary and higher education. The absence of a systematic and planned approach in the educational system is also clearly visible. According to the fifth plan document, while the enrolment in primary education (age 6-14) during 1973-74 has been 731 lakhs as against the target of 866 lakhs in regard to higher education. The actual enrolment is 30 lakhs as

against the target 26.60 lakhs during 1973-74. At the secondary stage, the actual enrolment for 1973-74 is 85 lakhs (22% of the age group) instead of the target of 76.9 lakhs. Thus there have been underfulfilment of enrolment targets at primary and secondary stages to the extent of 15% and 14% respectively and overshooting in higher education to the extent of 12.5%. In a situation where 78% of the students in the age group do not have opportunities for secondary education, the disproportionately high enrolment in Colleges and universities highlights the widening gulf between the privileged few and under privileged.

There are 91 districts in the country where the average number of degree colleges per district are three or less; twenty eight districts in Uttar Pradesh, sixty in Madhya Pradesh, thirteen in Rajasthan, five each in Gujarat, Himachal Pradesh, Jammu and Kashmir, four in Northeastern region, three in Orissa, two each in Bihar, Haryana, Mysore and Tamil Nadu, one each in Punjab and West Bengal. There has been an unplanned and uncontrolled growth of colleges in several areas of the country. Institutions have come up where they are not exactly required. Political pressure has been mainly responsible for this state of affairs, particularly in rural areas, where in several cases, colleges are set up within a radius of fifteen miles without reference to out-put of secondary schools and density of population. The general argument put forward to justify this trend of the growth of colleges is that this is done with a view to meeting the social demand for higher education in rural and backward areas.

The curriculum prescribed in the universities will have to be sufficiently flexible to cater to the varying needs of the districts under the universities in the light of recent development in various fields of knowledge with emphasis on projects aimed at development of practical skills. This requires expansion and modernization of university departments to introduce new and applied courses at the postgraduate level, so that sufficient number of M. As and M. Scs. of requisite calibre and competence are available to meet the demand of

a new setup of teachers in the college. It is clear that the present size of the Indian University system is large enough and that it can easily accommodate the enrolment of 4.6 million students as envisaged in the fifth plan. The university should solve the social problems on a scientific basis with a clear perspective instead of keeping itself aloof from society. If the present trend of uncontrolled expansion continues it will only accentuate the unemployment situation among the educated. This is the most important and urgent revolution required whereby application of knowledge to various social problems become an essential component of education.

Teaching of life sciences (Botany and Zoology) should be linked to practical projects in colleges where land is available for cultivation. A part of the income from such activities may be paid to the students engaged in these projects. In physical sciences, soil testing, bakery products, fabrication and repair of agricultural implements, pump sets, electronic instrumentation, house wiring, and machine tools for wood-work and a lot of related activities could also be introduced at the university level. In social sciences also, theory should aim at practical problems and applications in a meaningful manner. They may take up problems like economics of development, national income, human and natural resources, land problems, farm management, rural institutions and marketing channels. Instruction related to everyday problems will stimulate the intellect of students and will open up new channels of investigation.

In short, Indian higher education system suffers a number of drawbacks. However, it is quite heartening to note that despite the inadequacy of resources, both the academicians, and administrators are trying their best to solve many serious shortcomings. Since India is a vast nation with an enormous population faced with a variety of problems it is quite natural that we have to wait for long time before we achieve the desired results.

Part 2
ANNOTATED LIST

PROBLEMS
OF HIGHER EDUCATION IN INDIA
An Annotated Bibliography of Source Material

ABSTRACTING SERVICES-WORLD

1. *Education abstracts. 1949— . Q. Paris, Unesco.*

A selected, annotated bibliography on specific topics on education. The material for the same is contributed by national authorities.

2. *Education in Asia; reviews, reports and notes. 1972— . Q. Bangkok, Unesco. Regional Office for Education in Asia.*

Contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia.

3. *International guide to educational documentation, 1955-1960. Paris, Unesco, 1963. 700 p.*

An inventory of resources in educational documentation in 105 countries and territories. The first section contains an annotated list of international sources, followed by a listing of the principal international organizations which issue educational documents. The major part of the book contains a series of national chapters arranged alphabetically. An Index is also provided.

4. *International guide to educational documentation, 1960-1965. Ed 2. Paris, Unesco, 1971. 575 p.*

The first volume of this publication covered the period 1955-1960. This volume aims at providing detailed information on salient facts and changes that occurred during the five years that followed in the administration and organization of the educational system in ninety five states and territories. Information is presented in the form of annotated bibliographies covering major publications, bibliographies and national directories referring to education.

5. *Research into higher education abstracts; Society for Research into Higher Education—(United Kingdom). 1967— . Q. London, 1967.*

Based on a regular survey of more than 160 journals. Abstracts mainly publications describing research. Also includes reference works, reviews and important articles of general interest. The abstracts are classified into related groups and arranged within each group in alphabetical order of author. Starting within volume 5 a subject index is included which is cumulated annually.

6. *Sociology of education abstracts. 1966—* . Q. Liverpool (England).

A quarterly journal; 35 specialists in sociology and education review 150 major social science and education journals throughout the world, but mainly in Great Britain and the U.S.A. Each abstract contains a 200-300 word summary designed to enable the reader to identify areas of interest. Each volume has an educational and sociological index.

ABSTRACTING SERVICES-INDIA

7. *Abstracts and index of reports. (Amalgamates 'Abstracts and Index of Articles' and 'Abstracts of Reports')*. Q. Lok Sabha Secretariat, New Delhi.

Abstracts reports of Committees and Commissions (both Indian and foreign), an annotated list of selected articles besides a list of reports of the question.

8. *Current education literature. 1959—* . FN. New Delhi, Ministry of Education.

A mimeographed publication giving abstracts of articles on education from Indian and foreign weeklies and Indian news papers received in the library.

9. *Documentation fortnightly. 1975.—* New Delhi, Parliament Library, Lok Sabha Secretariat.

Contains all the important and current materials contained in the various documents, viz. books, reports, periodicals, parliamentary debates and papers laid on

the table etc. received in the parliament library during the fortnight. The entries are suitably annotated and arranged under a specially devised scheme of classification. Subject, name and author index are also provided.

10. *Documentation on Asia. (Replaces 'Documents on Asian Affairs' and 'Select Articles on Current Affairs'). 1960— . A. New Delhi, Indian Council of World Affairs.*

Lists countrywise and in classified order, current periodicals, documents, speeches, statements, resolutions, white papers and agreements-which are indicative of political, economic, social, educational and international relations of the countries of Asia. Variety of sources on official gazettes, parliamentary debates, committees and commission reports, press releases, embassy bulletins etc. have been tapped for selection.

11. *Guide to Indian periodicals literature; Social Science & Humanities. 1964— . Q. Gurgaon, Indian Documentation Service.*

An author-subject index to articles, research papers, notes, conference proceedings, books reviews etc. from about 300 Indian periodicals in social sciences and humanities. Also lists news items, signed articles and important articles from the daily 'Times of India'. Annual cumulation are also available for the years 1964-76.

12. *Indian Council of Social Science Research. Doctorates in Social Sciences awarded by Indian Universities, 1968. V 2, 1. New Delhi, 1970. (Research Information Series, 1).*

Includes 266 theses from 42 universities and institu-

tions. The arrangement is alphabetical, first by names of universities, and then by institutions. The entries under each university are further arranged by six associated subject fields which are the principal areas of social sciences in which the Council's work is divided. Author, guide and subject indexes are also provided.

13. *Indian Council of Social Science Research. Doctorates in Social Sciences awarded by Indian universities, 1969. V 2, 2. New Delhi, 1970. 90 p. (Research Information Series no. 1).*

Includes 265 theses from 44 universities and institutions for 1969. The arrangement is alphabetical first by names of universities and then by institutions. The entries are further arranged by six associated subject fields which are the principal areas of social sciences in which the Council's own work is divided. The author index, the guide index and the subject index are also provided.

14. *Indian Council of Social Science Research. Doctorates in Social sciences awarded by Indian universities in 1970. V 2, 3. New Delhi, Orient Longmans, 1972. 116 p. (Research Information Series, no. 1).*

Contains entries for 344 theses from 47 universities and institutions. The arrangement is alphabetical, first by names of universities, followed by names of institutions deemed to be universities. The entries under each university or institution are further arranged by six associated subject fields which are the principal areas of social sciences in which the Council's work is divided. Three indexes are provided : the author index, the guide index and the subject index.

15. *Indian education abstracts. 1955—* . Q. New Delhi, Central Secretariat Library, Ministry of Education, Govt. of India.

Covers abstracts of books, articles, commission reports, conferences, etc. published in India or pertaining to Indian education in English and Hindi. Abstracts are arranged under a few broad subject headings as given in the table of contents. Within a particular group, arrangement is alphabetical by authors, anonymous articles coming before others.

16. *Indian Educational material; annotated quarterly bibliography. 1966-1972.* Q. New Delhi, Insdoc.

Attempts a comprehensive coverage of Indian educational material, macro as well as micro (scanned from periodicals and newspapers), documents in classified order, with special reference on teacher education, higher education, educational research and educational organizations. Entries are culled out from all the Indian language publications.

17. *National Council of Educational Research and Training (India). Educational investigations in Indian universities, 1939-1961.* New Delhi, 1966. 288 p.

A list of theses and dissertations approved for doctorate and masters degree in education in Indian universities for the period under review.

18. *Select documentation in higher education, 1974—* . M. New Delhi, Documentation Section, UGC.

A documentation list of select articles called from current periodicals and newspapers received in the

library during the month under review. Also contains select reviews on higher education, approaching summer institute programmes.

BIBLIOGRAPHIES AND CATALOGUES-WORLD

19. *Altbach, Philip. A select bibliography on students, politics, and higher education. Cambridge, Mass, Centre of International Affairs, Harvard Univ, 1967. 54 p. (Occasional papers in international affairs, 16).*

A bibliography (without annotations) focussing primarily on the role of students in politics and higher education, but also covering writings on some broader aspects of advanced education and 'youth problems'. 800 listings drawn for the most part from four languages only-English, French, Spain and German, and covering 70 countries (excluding U.S.A.).

20. *Asian Institute of Educational Planning and Administration (New Delhi). Educational planning in developing countries; a select bibliography. New Delhi, 1967. 88 p.*

Survey the main trends in educational planning and administration in developing countries of the world with special reference to Asian countries and a list of publications highlighting the development in this aspect.

21. *General catalogue of Unesco publications; 1946-1959. Paris, Unesco, 1962. 216 p. Supplement 1960-1963. Paris, Unesco, 1964. 131 p. 2nd Supplement 1964-1967. Paris, Unesco, 1969. 146 p.*

A comprehensive guide to printed works, film-strips

and art slides, classified by subject on the basis of the Universal Decimal Classification, listed with full bibliographical and publishing data. A general index and an index to publisher are appended. The catalogues contain the list of sales agents in the various countries in the world from whom Unesco Publications may be obtained.

22. *International bibliography, information, documentation; publications of the United Nation's system. 1973— . Q. New York, Unipub.*

Contains a list of publications of the United Nations system with brief notes about their contents. They are arranged subject-wise in alphabetical order with regular features such as how to acquire publications, information and news, bibliographic record, periodicals record and subject index.

23. *International Institute for Educational Planning. Educational planning; a bibliography. Paris, 1964. 131 p.*

Views educational planning in a broad way and presents many references to problems of development and planning in general. Many references to mimeographed papers, which are extremely difficult to obtain, are given.

24. *Social science research on higher education and universities; Part II: annotated bibliography. The Hague, Mouton, 1970. 802 p. (Confluence; surveys of research in the Social Sciences, 10).*

A survey of systematic documentation of research concepts of the most varying theoretical and ideological

'schools'—from the 'three worlds' of capitalism, the socialist transition system, and the countries kept 'under developed'. The second part is an annotated bibliography structured according to the contributions of individual social sciences to the field and according to countries.

BIBLIOGRAPHIES AND CATALOGUES-INDIA

25. *Accession list of India, 1962—* . M. New Delhi, American Libraries Procurement Centre.

A record of publications in English, French and 15 Indian languages acquired by the Centre. The list is arranged by language of publication with each language section separately alphabetized by author. A cumulative list of Indian serials is issued in every July issue.

26. *Biswas, Arabinda, Comp. Indian educational documents since independence; committees, commissions, conference. New Delhi, Academic Publishers, 1971. 369 p.*

Covers Indian educational documents such as committees, commissions, conferences, educational publications, educational legislation, educational periodicals, handbooks, calendars of Indian universities, and other educational institutions etc. of which a brief summary is given.

27. *Brembeck, Cole S. Education and development in Indian and Pakistan; a select annotated bibliography. Michigan State*

Univ. (n.d.). 221 p. (Education in Asia Series 1).

The major part of this work is concerned with different aspects of education, and in addition a number of publications—closely related to educational planning are included.

28. *Educational documents in India, 1913-1969; Survey of Indian education. New Delhi, Arya Book Depot, 1969. 230 p.*

Collected reprints with tendency occasionally to give summaries. A historical educational calendar is appended.

29. *Hingwe, U.S., Comp. Higher education in India; select bibliography, 1947-1969. Journal of the University of Poona, Humanities Section, 33; 1972, 79-93.*

Covers the problems of higher education in India which gives bibliographical information about educational documents such as commission reports, committee reports, etc., conference proceedings, books, and articles on higher education in India.

30. *India. Ministry of Education; Catalogue of publications. New Delhi, 1976. 33 p.*

Contains information about publications of Ministry of Education and Social Welfare, Journals published by the Ministry, Unesco's publications, Unesco's periodicals, UGC's publications, district gazetteers, national museums' publications, Lalitha Kala Academy's publications and Archeological Survey of India's publications.

31. *Indian national bibliography. 1958—*. M. Calcutta, Central Reference Library.

Contains two parts, each further divided into sections, classified and alphabetical, the first part consists of general publications and the second of government publications. In the classified section of each of these parts, entries are arranged by subjects according to the Dewey Decimal Classification. Hence all books on Indian education published in India in various Indian languages and received under the Delivery of Books (Public Libraries), Act 1954, are recorded in the bibliography.

32. *University Grants Commission (India). List of publications; priced. New Delhi, 1977. 2 p.*

Lists all priced publications of the UGC from its inception.

33. *University Grants Commission (India). Current list of publications; unpriced. New Delhi, 1977. 3 p.*

Lists all unpriced publications of the UGC from its founding.

DICTIONARIES AND ENCYCLOPAEDIAS

34. *Blond's Encyclopaedia of Education. Edited by Edward Blishen. London, Blond educational, 1969. 882 p.*

Covers all aspects of British education at home and overseas as well as essential facts about educational systems in all countries. Contains more than half a

million words giving full and lucid information about educational administration, teaching methods, legislation and reports, examinations, teaching aids, primary and secondary schools, further and higher education, the history and philosophy of education, and the scores of other topics into which education divides itself.

35. *Deighton, Lee C., ed. Encyclopaedia of Education, New York, Macmillan and Free press, 1971. 10 v.*

In more than 1,000 articles, it offers a view of the institutions and people of the processes and products, found in educational practice. The articles deal with history, theory; research, and philosophy, as well as with the structure and fabric of education. Gives generous coverage to higher education, commensurate with its importance in American Society.

36. *Good, Carter V., ed. Dictionary of Education, 3d. ed. New York, McGraw-Hill, 1973. 81 p.*

Concerns with technical and professional terms and concepts in the entire area of education. Excluded names of persons, institutions, school systems, organizations, places, and titles of publications and journals, except where a movements method, or plan is represented.

37. *Harris, Chester W., ed. Encyclopedia of educational research. 3d. ed. New York, Macmillan, 1960. 1v. (1564 p.)*

Provides a critical evaluation, synthesis, and interpretation of studies in education and related fields.

38. Sills, David L., ed. *International encyclopaedia of social sciences*, New York, Macmillan, 1968. 17v.

Covers about 1900, articles, an average of 1500 words. Subject matter encompasses all of the social sciences disciplines. The articles treat significant concepts and research areas in social science as well as methodological problems and techniques and the lives and contributions of important social scientists.

DIRECTORIES-WORLD

39. *Association of Commonwealth Universities. Directory of education and training resources in the developing countries of the Commonwealth; a guide to institutions at the post-secondary level.* London, Commonwealth Secretariat, 1974. 430 p.

The first section of the directory is devoted to university institutions and is largely based on the Commonwealth universities year-book. The second section covers professional, technical and vocational institutions. Includes some 200 major institutions from polytechnics to colleges of education. Details are also given of the Education and Training Programme of the Commonwealth Fund for Technical Cooperation and its designated agencies are listed.

40. *Education planning: a directory of training and research institutions.* Paris, international Institute for Educational Planning, 1964. 175 p.

This directory provides reasonably detailed data on as many as eighty-six institutions currently active in one or another aspect of training and research in educational planning, in addition, another thirteen institutions are

listed, for which information has not been obtained, but which are thought to be engaged in training and research related to educational planning. The first part deals with international or regional organizations, the second part, with national organizations in twenty seven countries.

41. *International directory of education associations. Paris, Unesco, 1959. 91 p. (Educational Studies and documents, 34).*

Provides the names, addresses, dates of establishment, number of members and principal publications for 1,245 associations in 49 countries. The emphasis is on voluntary bodies with nation-wide membership and activities relating closely to formal education. The associations are classified within each country by level of education.

42. *World list : universities, other institutions of higher education, university organizations 7th ed. Paris, International Association of Universities, 1965. 385 p.*

Lists all the universities in the world together with institutions of higher education, and university organisations with their addresses.

DIRECTORIES-INDIA

43. *Agarwala, Dharma Vira, Comp. All India educational directory. Chandigarh, All India directories publishers, 1972. 1262 p.*

Contains more than 20,000 entries concerning various facts of education—such as higher education, financial

help for students, research laboratories and institutes/ professional societies and institutes, physical education, sports and youth activities, libraries, archaeology, archives and museums, education of the physically handicapped, institutes and schools, who is who in librarianship, publishers and book sellers etc.

44. *Directory of institutions for higher education. 1953— . Biennial. New Delhi, Ministry of Education. Title varies.*

Gives information about the courses of study available at universities, colleges and other institutions of higher education in India, describes the organization, structure, jurisdiction, departments of studies and academic terms of the universities, together with the medium of examination used in each. Also provides information about colleges affiliated to Boards of intermediate education, as well as non-affiliated and research institutions.

45. *Directory of post-graduate teacher education institutions and courses. Rev. ed. New Delhi, Department of Teacher Training, NCERT, 1966. 308 p.*

Information has been listed statewide; for each state the universities have been arranged alphabetically. Information regarding the 246 post-graduate teacher education institutions include the courses in teacher education and the institutions affiliated to the universities, also information about courses, if any, offered by the state departments of education, also the summaries of syllabuses of post-graduate courses in teacher education offered by the universities and the state departments of education.

46. *Times of India directory and year book; including who is who, 1954-55, Bombay, Times of India.*

A ready reference book providing, in its chapter on education, statistics and general information about education in India. Lists universities, with names of Vice-Chancellors, and all non-affiliated institutions for degrees or diplomas in various fields. Also includes lists of cultural, scientific and education in institutions and associations.

47. *University Grants Commission (India). Directory of institutions for Higher Education, 1971. New Delhi, 1973.*

Published biennially lists all the institutions for higher education in the country. Also gives information about the courses of studies offered in each institution.

48. *University Grants Commission (India). Directory of scientific research in Indian universities, 1974. New Delhi (n.d.) 652 p.*

Contains information on 9,908 current research projects in the field of science, engineering, technology, agriculture and medicine carried out by about 11,000 scientists working in nearly 1,000 departments of universities, IIIs and other educational institutions in India.

HANDBOOKS-WORLD

49. *International handbook of universities. 1959—Paris, International Association of Universities.*

Contains information about almost all universities of the world. The universities are categorised under

countrywise and under each country they are arranged alphabetically according to the names of the universities. The entry under each university contain information about the important officers of the university, history, jurisdiction, constitution, library, courses of study, degrees, diplomas and certificates awarded etc.

50. *Unesco handbook of international exchanges. Paris, Unesco, 1967. 1102 p.*

Provides within a single volume, information on the aims, programmes and activities of national and international organizations, and on agreements concluded between the states concerning international relations and exchanges in the fields of education, science, culture and mass communication.

HANDBOOKS-INDIA

51. *India. Ministry of Education. Facilities for technical education in India. New Delhi. 2v.*

Volume I is concerned with diploma and certificate courses and volume II deals with first degree and post-graduate courses.

52. *Inter-University Board of India and Ceylon. Universities handbook, India and Ceylon. 194. — New Delhi*

Covers information about all the universities/institutions in India and Ceylon. The names of universities/institutions are arranged alphabetically and the following information is presented (1) offices of universities;

(2) deans of faculties; (3) brief history; (4) jurisdiction; (5) constitutions; (6) medium of instruction; (7) library; (8) laboratory and research facilities; (9) scholarships and fellowships; (10) private and external studies; (11) academic year; (12) budget estimates; (13) special features; (14) courses of study; (15) degrees; (16) diplomas and certificates awarded; (17) list of affiliated colleges; (18) names of teachers etc.

53. *University Grants Commission (India). Pocket book of University education, 1972. Ed 3. New Delhi, 1972. 261 p.*

Contains a compact source of reference on higher education and universities in India. It also includes the national policy on education (1968) and a summary of the chapters dealing with higher education in the report of the Education Commission (1964-66).

INDEXING SERVICES-WORLD

54. *Unesco. Regional Office for Education in Asia Index to Asian educational periodicals; 1960-1970. Bangkok, 1974. 261 p.*

An index of journal articles, published in English and French was prepared by the Unesco Regional Office from its holding for the period 1960-1970. It is divided into three parts covering, (1) general articles arranged alphabetically by subject; (2) articles on Asia, developing countries, and the countries of the Asian region, arranged by country; (3) articles on other countries outside Asia, also arranged by country.

INDEXING SERVICES-INDIA

55. *Index India; a quarterly documentation list of selected articles,*

editorials, notes and letters etc. from periodicals and newspapers published in English language all over the world. 1967— . Q.

Indexes about 1000 periodicals and newspapers beside composite books in a classified order. List of books on India published all over the world is given. Each issue also gives both alphabetical subject as well as author index. Emphasis is on social sciences. The subject areas covered includes Planning, Economics, Politics, and Govt., Education, Public Administration etc.

56. *Indian press index. 1968— . Q. Delhi, Delhi Library Association.*

Indexes signed and unsigned articles, editorials and important letters from about 2 dozen English dailies; author and alphabetical subject indexes are appended.

YEARBOOKS, ANNUAL REVIEWS, etc.—WORLD

57. *Commonwealth Universities Yearbook, 1976; a directory to the universities of the Commonwealth and the handbook of their Association. 4v. London, Association of Commonwealth Universities, 1976. 4v. 2300 p.*

The yearbook which in its fifty third (1976) edition contains some 2500 pages, has an international reputation as a work of reference. It is issued annually to provide in a form suitable for quick consultation, the essential parts about commonwealth universities needed by university teachers and administrators, students and others seeking detailed information about staff organization, facilities and admission requirements. Information is given by countries, with the country sections arranged in alphabetical order from Australia to Zambia.

Volume 1 covers Australia to Britain, Volume 2 Canada to India, Volume 3 Kenya to the last appendix and Volume 4 contains the two indexes i.e. General Index and Names Index.

58. *International yearbook of education. Geneva, International Bureau of Education, 1934—; Paris, Unesco, 1947—*

Contains the reports presented by Ministries of Education to the Annual International Conference on Public Education held in Geneva. As a rule, only sovereign states are included. Each national section follows a common place. This is a report on educational developments in the preceding year, treated under administration (including finances and school buildings), free compulsory education, quantitative developments, primary education, secondary education, vocational education, higher education, teaching staff, auxiliary services. The yearbook begins with a comparative study in which, topic by topic, the trends conveyed by national reports are placed together and examined. Supplementary material to the volume comprises a list of senior officials in Ministries of Education and Summary school statistics.

59. *World of learning. 1976-77. 27th ed. London, Europa publications, 1976. 2v.*

One of the world's outstanding works of reference contains a comprehensive up-to-date directory of educational cultural and scientific institutions throughout the world. Contains the names, addresses and other details of over 24,000 universities, colleges, libraries, museums, art galleries, learned societies and research institutes and the 1,50,000 people active in them, Volume 1

covers more than 400 international, educational, scientific and cultural organizations, and the countries from 'Afghanistan' to 'Qatar', while volume 2 covers the countries from 'Rhodesia' to 'Zambia'.

60. *World yearbook of education, 1971-72; higher education in a changing world.* London, Evans brothers, 1972. 2v.

First volume deals with the 'external' problems of higher education its history, the social constraints which dominate in it, the various national policies which determine its development. The second volume deals with the 'internal' problems, those which the institutions themselves encounter in their work.

61. *Yearbook of education. 1953—* . A. New York, Harcourt.

Issued under the auspices of the University of London Institute of Education and the Teachers' College, Columbia University (1953—). Continues the yearbook of education (1932-52), London, Evans Bros. Ltd. Publication was suspended during 1941-47. Each volume contains long articles dealing with selected problems of higher education throughout the world, written by authorities from various countries. Volumes from 1953 onwards deal with one distinctive topic.

62. *Yearbook of international organizations; the encyclopaedic dictionary of international organizations; their officers, their abbreviations.* Brussels, Union of International Associations, 1948— . (12th ed., 1968-1969).

International organizations are listed alphabetically according to English names, with keyword and subject

cross references accompanied by a French index of organizations and French keyword index. The 12th edition of this guide gives information on some 4,252 organizations of international scope, comprising international governmental and non-governmental organizations other than United Nations. A considerable number of these organizations are of interest to workers of education. For each entry, the yearbook gives name and address, date of foundation, aims, membership, structure, finance, activities and publications.

YEARBOOKS, ANNUAL REVIEWS, etc.—INDIA

63. *India; a reference annual 1953—*. A. New Delhi, Publications division, Ministry of Information and Broadcasting.

Provides information on diverse aspects of national life and activities. The chapter on education covers statistical and general information concerning all aspects of education. Other chapters concern cultural activities and scientific research. Also includes a selected general bibliography.

64. *National Council of Educational Research and Training (India). Indian Yearbook of education; first yearbook; a review of education in India, 1947-61. Rev. ed. New Delhi, 1965-68 (47) 937 p.*

The first two chapters of part 1 describe the functions and activities of the Ministry of Education and the Ministry of Scientific and Cultural Affairs. Chapter 3 discusses the progress of education in Union territories and centrally administered areas. Chapter 4 is an all India review. The second part (chapters 5-19) is devoted to a detailed survey of the educational progress in different states.

DIRECTORIES-PERIODICALS

65. *Educational periodicals. Paris, Unesco, 1963. 260 p. (International directories of education, 3).*

In two parts. Part I, prepared by the Secretariat of Unesco, covering periodicals published by international bodies and all countries except the United States of America; and part II, prepared by the Educational Press Association of America, listing the educational periodicals appearing in the United States. The two parts total approximately 5,000 current educational periodicals from 100 countries and territories (as at December 196).

66. *Indian periodicals directory. Calcutta, Periodicals indexing service, Business forms Ltd., 1964— 178 p.*

A directory of news papers (arranged alphabetically) and of periodicals (arranged by subject-wise), with completed bibliographical data.

67. *International list of educational periodicals. Paris, Unesco, 1957. 260 p. (Educational Studies and documents, 23).*

Published in the United States of America as the 26th yearbook of Educational Press Association of America. Lists about 3,500 educational periodicals from 79 countries and territories. The arrangement is by country, and within each by 20 categories of subject matter. For each periodical full bibliographical data are given, as well as price of subscription, circulation figures and the name and address of editor. A title index is also appended.

PERIODICALS-WORLD

68. *Educational documentation and information. Bulletin of the International Bureau of Education, 1927—* . Q. Paris, Unesco.

Contains articles on a particular aspect of education in each issue. Also contains regular features such as introduction to a select bibliography, author index etc.

69. *Educational panorama. 1959—* . Q. Washington, D.C., WCOTP.

Contains articles reprinted from educational publications from all parts of the world. Each issue deals with one or two specific topics in education. One issue per year is devoted to speeches and reports on the annual theme from the assembly of delegates.

70. *Educational studies and documents. 1953—* . Irregular. Paris, Unesco.

An occasional publication having about five titles each year. The subjects treated here are usually national case studies or reports of Unesco projects.

71. *Higher Education; an international journals of higher education and educational planning. 1972—* . Q. Amsterdam, Elsevier Scientific Publishing Co.

Publishes original articles, reports, information, and book reviews on all aspects of higher (or tertiary)

education. The intention is to create a forum for discussion based on contributions from different countries and from different academic disciplines. An abstract prefaces each paper.

72. *International Association of Universities. Bulletin. 1953— . Q. Paris.*

Contains an international university chronicle, and sections entitled "University statistics", "University co-operation", "Student life", "International organizations" (giving notes on recent activities of international organizations), and in "Unesco and the universities" section, notes on Unesco projects, conferences and seminars, and further action of particular interest for university institutes of education. An annotated selected list of recent books of immediate interest is added, followed by a section on the activities of the association.

73. *International review of education. 1955— Hamburg, Unesco Institute for Education.*

Edited on behalf of the Unesco Institute for Education, under the direction of an independent international board of editors. Contains scholarly articles in English, French or German, as well as reports and reviews on all questions of education and related fields as far as they are of international interest.

74. *Problems in education. 1950— . Paris, Unesco.*

The titles cover a wide range of problems, and as a rule each is composed of a number of contributions.

75. *Prospects; quarterly review of education. 1971— . Paris, Unesco.*

Contains articles on problems of education in the world as a whole. Also includes view points and controversies, elements for dossier, trends and cases, notes and reviews etc.

76. *Prospects in education. 1969— . Q. Paris, Unesco.*

A Unesco periodical which is intended to provide educators, educational institutions and teaching personnel with articles and information from world-wide sources.

77. *Unesco chronicle. 1955— . BM. Paris, Unesco.*

Contains information about various programmes of Unesco and articles on topics concerning Unesco's sphere of activity. Also includes a regular feature such as news of the secretarial publications, forum for national commissions and a provisional calendar of conferences and meetings.

78. *Unesco Regional Office for Education in Asia. Bulletin. 1966— . HY. Bangkok.*

Comparative studies of important problems of education in the Asian region, selected lists of documents, official government reports and processed material which are available at the documentation centre of the Regional office in Bangkok appear in the Centre's Bulletin,

79. *World student News; magazine of the International Union of Students.* 1946— . M. Prague, International Union of Students.

Contains articles on the cause of anti-imperialist struggle for peace, disarmament, international security and co-operation, for national independence, democracy, social progress and students' rights.

PERIODICALS-INDIA

80. *Advances in education; a quarterly bulletin of Centre of Advanced Study in Education.* 1956— . Baroda, Faculty of Education and Psychology, M.S. Univ of Baroda.

Contains articles on current issues and other aspects of higher education in India. Serves on a forum for educational developments in India as a whole.

81. *Christian education.* 1972— . Q. Delhi, All India Association of Christian Education.

Contains articles on different aspects of education in India. Serves the principals, teachers and other educators in the church and church sponsored institutions in India.

82. *Educational and employment advisor.* 1968— . W. Delhi.

Features on careers, employment opportunities admission notices, self-employment tips etc. Provides photolitho reproductions of selected advertisements for employment.

83. *Education quarterly, Ministry of Education, Govt. of India. 1949. New Delhi, Manager of Publications.*

Provides authoritative information on educational programmes, activities and experiments in India and abroad. Besides the usual articles, its regular features include round up of the activities of the Ministry of Education during the quarter, education in the states, education today and book reviews. Each issue of the journal is largely devoted to the discussion of a current educational topic.

84. *Educational India. 1934— . M. Machilipatnam, Vidya Bhavan.*

Contains articles and short communications on all facets of education with focus on Indian situation.

85. *Educational review; monthly record for India. 1895— . Madras, A.N. Parasuram.*

Contains contributions to all topics of educational interest with emphasis on India.

86. *Indian Education, All India Federation of Education Associations. 1961— . M. Kanpur.*

Contains articles and notes on educational problems of India.

87. *Indian educational review; a research journal. 1965— . HY.*

New Delhi, NCERT.

Deals with issues and problems of educational research. Also serves as a medium for dissemination of educational research and exchange of experience among research workers, scholars, teachers and others interested in educational research and related fields and professions.

88. *Journal of educational research and extension*. 1964— . Q. Comibators, Sri Ramakrishna Vidyalyaya.

Contains articles of practical interest to teachers, research findings, results of educational experiments, highlights of extension work and book reviews.

89. *Journal of higher education, University Grants Commission (India)*. 1975— . FM. New Delhi.

Discusses contemporary problems and policies as well as cholarly study of higher education. It covers almost all current problems of higher education in India such as examination reform, teaching of the various subjects in the universities and colleges, etc. special communications, book reviews are also included.

90. *Journal of University education, Federation of Central Universities Teachers' Association*. 1962— . FM. Delhi, University of Delhi.

Contains articles on problems of university education in India. Carries also statistical surveys and book reviews.

91. *Journal of the University of Bombay. 1932— . Bombay.*

Social science studies, theoretical or concerning India. Extracts of theses on Indian problems. Critical reviews. List of university publications. List of theses presented at the university (economics, sociology and politics).

92. *New frontiers in education, All India Association for Christian Higher Education. 1971— . Q. Delhi.*

Has provided an outlet for discussion and research, mostly relating to India's large and complex universities. However, there is considerable discussion in its pages of general problems of higher education in developing countries.

93. *NIE Journal. 1967— . BM. New Delhi, NCERT.*

Includes articles by distinguished educationalists, reports of discussion and analysis of current educational problems etc.

94. *Progress of education. 1947— . M. Poona, Sadashiv Peth.*

Devoted to the discussion of problems relating to the theory, practice and administration of education.

95. *Punjab journal of education. 1964— . Q. Chandigarh.*

Contains articles on current problems of higher education in India. Also deals with problems of teacher education.

96. *Teacher education, Indian Association of Teacher Educators. 1966— . Q. Allahabad.*

Deals with different problems of teacher education in India and the possible suggestions for the same.

97. *UGC Bulletin. 1972— . Q. New Delhi.*

Contains information regarding various academic programmes/activities assisted by the UGC, such as, summer institutes, conferences, seminars and symposia; centres of advanced study, college science improvement programme, national lectures and national associateships; development plans/programmes of universities and colleges programmes supported by the Commission to improve student amenities and welfare, research activities supported by the Commission, statistical summary on progress of university education in the country, information on programmes of academic exchange of scholars between Indian and foreign universities sponsored under various cultural programmes.

98. *University affairs; All-India Federation of University and College Teachers Organization. 1973— . M. Delhi.*

Deals with current problems of higher education in India. Also includes world events on education, scholarships and assistanceships available to Indian scholars abroad etc.

99. *University Grants Commission (India). Occasional notes. 1969— . Irregular. New Delhi.*

Contains information on various matters relating to university education in India and in other countries.

Also includes facts relating to the current activities/programmes of the Commission.

100. *University news; a chronicle of higher education and research 1963—*. FN. New Delhi, Association of Indian Universities.

Contains news regarding the activities of Indian Universities as a whole. Also includes convocation addresses, employment opportunities in universities, short articles on problems of university education in India, programmes and activities of the Association of the Indian universities.

101. *World in the Classroom, Indian National Commission for Unesco. 1963—*. SM. New Delhi, Ministry of Education, Govt. of India.

Contains articles in education for international understanding.

CONFERENCE PROCEEDINGS-WORLD

102. *Commonwealth Education Conference, 1st, Oxford, July, 1959. Report. London, HMSO, 1959. 65 p.*

Recommended the establishment of schemes of educational co-operation between the countries of the Commonwealth. Contains the summaries of main recommendations under the following headings: (i) scholarships and fellowships; (ii) training of teachers; (iii) supply of teachers; and (iv) technical training.

103. *Commonwealth Education Conference, 2d. New Delhi, Jan. 11-25, 1962. Report. Ministry of Education, Govt. of India, 1962. 114 p.*

Contains a brief review of the progress made in education during the past 14 years by India. Also includes the recommendations of the main committees of the conference which considered in detail: (i) the commonwealth scholarship and fellowship plan; (ii) the training and supply of teachers; (iii) technical education and co-operation in the provision of textbooks and other books; (iv) co-operation in social education; (v) co-operation in rural communities; and (vi) co-operation in the financial problems of education expansion.

104. *Commonwealth Education Conference, 3d. Ottawa, August 21-Sept. 4, 1964. Ottawa, Govt. printer, Govt. of Canada, 1964. 78 p.*

Contains a brief review of the progress made by Canada the education during the past years. In addition to the proceedings of the conference also includes the recommendation of the conference under the headings: (i) commonwealth scholarship and fellowship plan; (ii) the training and supply of teacher; (iii) technical, education and co-operation in the provision of text books, and other books; (iv) co-operation in social education; (v) co-operation in rural communities, etc.

105. *Commonwealth Educational Conferences, 4th & 5th, Lagos, Feb.-Mar., 1968. Report. Lagos, Federal Govt. of Nigeria for the Commonwealth Secretariat, 1968. 102 p.*

Decided to retain English as second language in schools and colleges of participating countries. Other

topics discussed include agricultural education and curriculum renewal programme.

106. *Commonwealth Education Conference, 6th. Kingston, June, 1974. Kingston, Govt. printer, 1975. 72 p.*

Outlines the deliberations of the conference. Contains the summaries of the main recommendations under the main titles : (i) scholarships and fellowships; (ii) training of teachers; (iii) supply of teachers; (iv) co-operation in the financial problems of educational expansion.

107. *Congress of the Universities of the Commonwealth, 6th. 11th. 1948-1973. London, Association of Commonwealth Universities.*

Contains the proceedings of the conferences and the usual report of the ACU committees and the like, there are discussions and papers on such topics as the problem of the environment and the universities, contemporary culture and the universities, the problem of resources for higher education, co-operation between universities, and university government.

108. *International Conference on Public Education, 29th. Geneva, 1966. The organization of educational research; comparative education study. Geneva, International Bureau of Education, 1966. 171 p. (IBE publication, 228).*

The present enquiry has endeavoured to clarify the current situation in the field of educational research in the world so that the twenty-ninth session of the International Conference on Public Education can base

itself on actual facts when it adopts a recommendation aimed at drawing the attention of responsible educational authorities to the need for attributing a growing importance to educational research. Data are given on structure and regulations; procedure and techniques; staff responsible for conducting educational research; international action and plans for the future.

109. *International Conferences on Education, 17th-35th, 1947-1977. Paris, Unesco.*

Brings together representatives of the education authorities of member states for an exchange of views on current trends will be placed within the context of the findings and recommendations of the report of the International Commission on the Development of Education 'Learning to be'. Delegates dealt in detail with their reactions to the report and describe national measures to follow it up.

110. *International Seminar on the Status of University teachers, Vienna, Sept. 8-10, 1965. Proceedings. Communication. 46, Jan. 1966. 1-45; 47, March 1966, 1-86.*

Contains a list of topics suggested for the study of the status of university teachers, and reports on the status of university teachers in Australia, Canada, Denmark, Southern Asia, Turkey, and the United Kingdom.

111. *International Symposium on Higher Education, Moscow, 1962. Berlin, Zentralvorstand der Gewerkschaft Wissenschaft, 1963. 427 p.*

Contains the proceedings of the symposium. Assesses

the present situation of higher education in the world as a whole and discusses the problems confronted in higher education and gives also recommendations in view of solving the present day problems and for future planning.

112. *Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan, Tokyo Apr. 2-11, 1962. Bangkok, Unesco, 1962. 88 p.*

Review the progress made in implementing the Karachi Plan of 1960 for attaining compulsory free primary education by 1980 in the 17 Asian member states. Unesco contributed a survey of "The Economic Implications of the Plan of Educational Development in Asia", p. 59-69, reprinted in Unesco-Reed. UNECAFE contributed a brief treatment of "Some Considerations on the Relationship of Educational Planning to Economics and Social Development in the ECAFE Region". p. 71-76.

113. *Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, 2d. Tokyo, May 26-31, 1975. Final report. Bangkok, Unesco Regional Office for Education in Asia, 1975. Iv. (various paging).*

Summarises the deliberations, conclusions and recommendations of the second regional consultation meeting. Reflects recent trends in educational development in Asia and the progress made under the Asian Programme in the period January 1974—May 1975.

CONFERENCE PROCEEDINGS-INDIA

114. *All-India Educational Conference, Jaipur, Oct. 23-26, 1956.*

Educational Forum. 2(1) Jan. 1957, 26-30.

Deliberations concern (i) the condition of teachers, (ii) duties of teachers, (iii) problem of discipline, (iv) medium of instruction, (v) place of English and Hindi, (vi) reorganization of our educational system, (vii) university of education etc.

115. *Conference on Principals, New Delhi; May 8-9, 1964. Report. New Delhi, UGC, 1965. 55 p.*

Outlines the deliberations and recommendation of the conference as well as the recommendations of the committees on improvement of collegiate education, welfare programmes of students and teachers and conditions of affiliation and grant-in-aid rules for colleges.

116. *Conference of Student Representatives, New Delhi, May 23-25, 1969. New Delhi, 1969. 26 p.*

Contains reports of the committees on student participation, curriculum and examination reform; on employment opportunities and related problems, and the role of the student advisory bureaux and employment information and guidance bureaux, national service scheme and the role of student organizations in university life.

117. *Conference of the Vice-Chancellors of Indian Universities, 1st. New Delhi, Jul. 30-Aug. 1. 1957. Proceedings. New Delhi, 1957. 66 p.*

Contains the proceedings of the conference. The

conference discussed on the various problems confronting university administration, the role of universities in a period of changes etc. which did not adopt any definite resolutions.

118. *Conference of Vice Chancellors of Indian Universities, 2d. Khadakvasla, June 15-16, 1960. New Delhi, UGC, 1961. 44 p.*

Contains the deliberations of the Conference in which the report of the Deshmukh Committee on National Service for students figure importance. Significant recommendations include (i) the implications of the autonomy of universities, (ii) student indiscipline and moral and religious instruction, (iii) national service, (iv) limitation of numbers, and (v) examination reform.

119. *Conference of Vice-Chancellors of Indian Universities, 3d. New Delhi, Oct. 28-29, 1961. New Delhi, UGC, 1962, 58 p.*

Contains discussion of some of the basic problems of higher education and research, and the tasks facing our universities, such as matters concerning improvement and expansion of university education, raising of standards, a balance between teaching and research and the role of universities in the development of corporate intellectual life and promotion of national integration in the country.

120. *Conference of Vice-Chancellors of Indian Universities, 4th. New Delhi, Sept. 4-7, 1962. New Delhi, UGC, 1962. 122 p.*

Contains the deliberations of the conference. Also

includes the recommendations on current problems of higher education such as increasing number of students to university education, need for expansion of facilities for higher education, raising of standards, medium of instruction, etc.

121. *Conference of Vice-Chancellors of Indian Universities, 5th. New Delhi, Sept. 11-13, 1967. New Delhi, UGC, 1967. 64 p.*

Contains discussions on the report of the Education Commission, 1964-66 and in particular the part dealing with higher education. Also includes recommendation of the conference and the reports of the committees on enrolments, development programmes, medium of instruction, and student services and welfare; higher education and research in science, engineering and agriculture; and governance of universities, relationship between universities and affiliated colleges, and allied matters.

122. *Conference of Vice-Chancellors of Indian Universities, 6th. New Delhi, May 21-23, 1969. New Delhi, UGC, 1969. 26 p.*

Contains the main items discussed at the conference, (a) statement of national policy on education (July 1968); (b) curriculum and examination reforms; (c) participation of students in university affairs; and (d) production of books at the university level. Also includes the addresses of Minister of Education and youth Services and the Chairman of the UGC, the recommendations adopted by the conference; and the reports of the Committees.

123. *Conference of Vice-Chancellors of Indian Universities, New Delhi, Sept. 30-Oct. 10, 1975. New Delhi, UGC, 1975. 211 p.*

Contains the proceedings of the conference in which the current problems of higher education in India such as the question of autonomous colleges, examination reform, starting of new job-oriented courses in universities and colleges, etc. figure important problems for discussion.

124. *Conferences of the State Education Ministers, 1st-15th, 1948-1976. Proceedings. New Delhi, Ministry of Education.*

Deals with major policy issues in Indian education as a whole. Reviews the major developments in the field of education in the country in the preceding year and decides on future planning of educational activities in each state, adoption of educational structure, centre-state relationship in financing education etc.

125. *India. Ministry of Education. Meetings of Central Advisory Board of Education, 14th-38th, 1948-1976. Proceedings. New Delhi.*

Provides an authoritative review of the current problems of Indian education engaging the attention of the government, and the emerging policies designed to respond to them. Pays special attention on comprehensive educational transformation, educational finance, non-formal education and backward areas and weaker sections of the community.

126. Kaul, J.N., ed. *Seminar on Higher Education, Social Change and National Development, Simla, 1975. Report. Simla, Indian Institute of Advanced Study— (c 1975), 213 p.*

Intends to provide a forum for reformulation of the goals of higher education so as to make it an effective instrument of social change and national development in India. The deliberations of the seminar also provide a concrete plan of action to accelerate change and development in the desired direction.

127. Malik, S.C., ed. *Seminar on Management and Organization of Indian Universities, Mysore, 1971. Simla, Indian Institute of Advanced Studies, 1971. 284 p.*

Consists of the proceedings of the seminar on Indian higher education sponsored by the Indian Institute of Advanced Studies and Mysore University. Among the topics on which the papers are presented in the seminar include : problem of numbers in higher education, faculty organization, authority systems within the university, relations between teachers and administrators, etc.

128. *National Conference on reading; New Delhi, May 5-6, 1958. Educational Forum, 3(3) Jul. 1958, 25-41.*

Contains the reports and recommendations of the conference, viz. primary, secondary and collegiate levels. Emphasises the importance of good books in any scheme of education and reading with discrimination is an important factor in the promotion of education.

129. *National Seminar on National Policy of Education, Hyderabad,*

Nov. 7, 1967. *Statement on national policy on education.*
Prachya Prabha 1967, 39(12), 33-5.

The salient features of the statement adopted include (1) education should create national consciousness, strengthen democracy, etc. (2) equality of educational opportunity to everyone, (3) investment in education should be given importance in national development, (4) education should be included in the concurrent list etc.

130. Parikh, G.D., ed *Seminar on the Crisis in Higher Education Bombay, 1972. Crisis in higher education; proceedings. Bombay, Leslie Sawhney Programme of training for democracy (c 1972) 232 p.*

The seminar emphasised the need for developing a code of conduct for all those involved in the life of the university. The growing feeling that expressions of the present crisis consist of behavioural lapses on all sides gives it a special significance at present and it is essential that on the level of individual institutions persistent efforts are made to experiment with this idea in the hope and confidence that right behaviour will also be as contagious as the wrong one often is.

131. *Seminar on Higher Education and Development, New Delhi, 1975. Higher Education and development; a selection of papers presented to the golden jubilee seminar. New Delhi, Association of Indian Universities, 1975. 166 p.*

Contains a dozen of learned articles on various problems higher education in India presented in the golden jubilee seminar of the Association of Indian Universities (formerly Inter-University Board of India

and Ceylon) by eminent educationalists of India. Also includes the proceedings of the seminar.

132. *Seminar on National Integration, New Delhi, 1958. Report. New Delhi, UGC, 1961. 72 p.*

Contains the deliberations of the seminar on national integration organised by the UGC. in April, 1958 which was attended by the representatives of the universities, cultural organisations like the Sahitya Academy, Indian Council of Cultural Relations and persons interested in the problem of national unity through universities. Also gives a lucid explanation of the part played by education in its broadest sense and contains papers contributed by various individuals, the reports of various groups and the recommendations of the Committee.

133. *Sen, N.B., ed. Symposium on the Advancement of Learning in Independent India, New Delhi, 1967. New Delhi, New Book Society of India (1967).*

The symposium on education which is attended by some education ministers, vice-chancellors and heads of various departments in the universities of India have discussed in detail the various problems that confront us today, have offered constructive criticism and made valuable suggestions for further improvement in the existing system of education in our country.

134. *Symposium on Some Problems of University Education, Aligarh, Dec. 15-17, 1969. Some problems of university education; report. Aligarh, Aligarh Muslim University, 1969. 110 p.*

The symposium was sponsored by the University Grants Commission at Aligarh Muslim University on

the implementation of the Education Commission recommendations. The important topics dealt with are reorganization of courses and new teaching methods, examination reform, structure of university bodies and student participation in them and structure of university education.

135. *Workshop on Higher Education; Autonomous Colleges, Examination Reforms, Development of Post-graduate Education, New Delhi, 1974. University News, 12(9), Sept. 1974, 8-9.*

Tackled three topics and made some major recommendations, (i) an autonomous college should have the freedom to devise its own courses, conduct its own examination and make its own admissions and appointments; (ii) some of the areas of additional expenditure will probably be staff retraining, part-time specialised staff etc. II. Examination Reforms: (i) Semester system should be followed, (ii) question banks should be set up, etc. III. Development of post-graduate education and research: (i) all post-graduate teachers should have research qualifications and should be research-oriented, (ii) priority should be given to the setting up of district-wise post-graduate centres, etc.

ADMINISTRATION AND ORGANISATION, CONFERENCE PROCEEDINGS-INDIA

136. *Malick, S.C., ed., Seminar on the Management and Organization of Indian Universities, Mysore, 1971. Management and Organization of Indian universities; proceedings. Simla, Indian Institute of Advanced Study, 1971. 283 p. (Transactions of the Indian Institute of Advanced Study, 19).*

The major themes and subthemes of this seminar include: (i) the problem of numbers and pressures on

the systems, (ii) relevance of courses of study with regard to emergent social realities and necessary processes of change, (iii) structures and channels of authority with in the university vis-a-vis the UGC, the UB and Government, (iv) relations between teaching and administrative staff and allocation of responsibility, (v) faculty and departmental organization etc.

ADMINISTRATION, CONFERENCE PROCEEDINGS-INDIA

137. *Conference of South Indian Vice-Chancellors, 3d., Annamalai, 1972. Report. University News, 1972, 10(5), 15-16.*

The proposals approved by the Conference include : (i) merging the senate and Academic Council into a single advisory body and making the syndicate more compact, (ii) adopting the principle of student participation as recommended by the special Committee of the UGC, (iii) introducing the semester system and course work etc.

138. *Symposium on University Administration, Baroda, April, 1967. Report. Baroda, M.S. Univ. of Baroda, 1968. 135 p.*

The first part contains 9 papers presented at the symposium. The first three papers deal with administration of universities in America Britain and India. Other papers include philosophy for better university administration, some issues and trends in university administration in India, etc. The second part gives the consolidated proceedings of the symposium under the headings, autonomy of universities, relationship of universities, with the state government and the UGC. etc.

EXAMINATION REFORM, CONFERENCE PROCEEDINGS-INDIA

139. *Seminar on Examination in Higher Education, New Delhi, 1971. Report. New Delhi, Inter-University Board of India and Ceylon, 1971. 266 p.*

In two parts. Part I contains a record of discussions and the recommendations made by the seminar on examinations. Part II contains original papers and documents presented at the seminar. The recommendations made include (i) need for redesigning question papers; (ii) the controversy regarding marks versus grades is unreal etc.

140. *Seminars on Examination Reform, 1958. Evaluation in higher education; a report. New Delhi, UGC, 1961 272 p.*

Summarises the theories and practices of evaluation discussed and worked out in four regional workshops for university teachers in 1958 at the universities of Osmania, Poona, Patna and Aligarh. Highlights some of the deficiencies in our present system of examinations, proposes remedial measures and shows how the specific objectives of teaching in various fields of knowledge could be formulated and how test materials could be prepared to assess the extent to which the objectives of teaching have been fulfilled.

141. *Workshops on Examination Reform; a plan of action, 1976. New Delhi, UGC, 1976. 44 p*

Contains three sections under headings : (i) examination reform : a plan of action endorsed by the UGC, (ii) recommendations of zonal workshops on examination

reform; a follow-up study of the plan of action, (iii) principles and mechanics of the system of grading in the universities based on the recommendation of the zonal workshops.

MEDIUM OF INSTRUCTION, CONFERENCE PROCEEDINGS-INDIA

142. *India. National Seminar on Historical Survey of Language; Medium of Instruction Controversy, Santiniketan, Mar. 4-9, 1968. Recommendations. Education and Psychology Review 1968, 8(3), 232-3.*

In consideration of the stage of development of Indian language, the seminar recommended that English should be taught at the graduate level and should continue as a medium of instruction for honours and post graduate courses. The suggestions include : (1) the mother tongue is the best medium for primary education, regional language is the desirable medium at the secondary level; (2) the teaching of a language should be oriented towards the role assigned to it; (3) if English is not used as the medium at the collegiate level, it should be taught compulsorily in order to facilitate communication among the intelligentsia and inter-state mobiling of students.

143. *Seminar on the Major Problems of Indian Education in the Historical Perspective, Chandigarh, 1967. Recommendations on medium of instruction. Punjab Journal of Education 1967, 4(i) 23-5.*

Three levels of education viz. primary, secondary and university should be recognized in the context of medium of instruction. Students who enter the university can opt for any of the three languages, i.e. English,

Hindi or the regional language (mother tongue) depending upon aptitude and the suitability of the language for particular subjects.

STUDENT UNREST, CONFERENCE PROCEEDINGS-INDIA

144. *Symposium on Student Unrest and Indiscipline, Baroda, March, 1967. Problem on student unrest and student indiscipline; report. Baroda, Centre of Advanced Study in Education, M.S. Univ. of Baroda, 1967. 165 p.*

The main issues in student indiscipline such as increase in tuition fees, reduction of financial aids, inadequate facilities, examinations, admissions policies etc. are dealt with. Some measures are suggested to prevent student indiscipline.

HISTORY-INDIA

145. *Aggarwal, J.C. Progress of education in free India; current problems of Indian education, New Delhi, Arya Book Depot (1966) 355 p.*

Gives a detailed account of all the efforts that the nation is making to implement the recommendations of the expert bodies. Subject matter is primarily based on the publications of the central and state governments, reports of the Commissions and Committees, Seminars, study circles and workshops. Salient chapters include on university education, problems of higher education, higher education and the Education Commission also.

146. *Bhandarkar S.S. Association of Indian Universities, 1925-75. New Delhi, AIU, 1975.*

Gives a well ordered, perceptive and well written account of the organization, growth and development of the Inter University Board of India (now called the Association of Indian Universities) during the first half century of its life. Through the history of the Board it gives valuable information and discriminating insights on the development of Indian higher education and the many problems, challenges and opportunities that were faced during a crucial and exciting fifty years.

147. *Dongerker, S.R. University education in India. Bombay, Manaktalas, 1967. 360 p.*

Survey the history and progress of university education in India, beginning with the ancient universities, and describing its development to the present day. The part played by the UGC in the development of the Education Commission (1964-66) are also described.

148. *Haggerty, William J. Higher and Professional Education in India. Washington, U.S. Department of Health, Education, and Welfare, 1969. 181 p.*

This report confined primarily to Indian higher education, it discusses the development of higher education against the background of both relevant political and educational history and the educational needs in a country progressing at a rapid rate economically and technically.

149. *India. Ministry of Education. Educational developments in India, 1971-77. New Delhi, 1977. 72 p.*

Outlines the progress of education in various stages since 1971. Includes separate chapters on 'transformation of the current structure of education, improvement of standards of education, non-formal education, equalization of educational opportunities, higher education, youth services, physical education, games and sports, development of languages and book-promotion, technical education etc.

150. *India. Ministry of Education. Review of education in India, 1947-61. New Delhi, Manager of Publications, 1961. 341 p.*

An authentic mirror of the main educational developments in the country during the last 14 years. Separate chapters are devoted to each constituent state of India. Also provides a 19 page bibliography and statistics.

151. *Nurullah, Syed. Students' history of education in India; 1800-1965, by Syed Nurullah and J.P. Naik. Rev. ed. Calcutta, Macmillan, 1971. 447 p.*

Narrates in broad outline the main educational developments in India during the modern period of its history which begins by about 1765. It also indicates the broad lines on which educational reconstruction would have to be attempted during the next fifteen years.

152. Sen, N.B., ed. *Development of education in new India*. New Delhi, Newbook Society of India. 1966. 320 p.

Contains contributions from many experienced and outstanding educationalists of India on various aspects of education and its development since independence.

COLLECTED WORKS-INDIA

153. Singh, Amrik, ed. *The higher learning in India by Amrik Singh and Philip G. Altbach*. Delhi, Vikas, 1974. 446 p.

This comprehensive selection of essays on aspects of higher education in India includes chapters on a number of key elements of Indian University life. Among the topics considered are languages and education, manpower, financial aspects, structure and governance faculty, students and examinations. There is also a bibliography.

154. Daya Krishna, ed. *Indian education today; prospects and perspectives*, by Daya Krishna, V.V. John and P.S. Sundaram. Jaipur, Rajasthan Univ., 1970. 238 p.

Contains a collection of eighteen essays dealing with various problems of higher education in India such as 'some reflections on our educational system', the state and the university, 'the place of English in higher education', some problems of higher education in India and suggestions towards their solution', etc.

REFORM, COLLECTED WORKS-WORLD

155. Altbach, Philip G., ed. *University reform; comparative pers-*

pectives for the seventies. Cambridge, Schenkman, 1974. 211 p.

This volume features 14 articles on the topic of university reform. Most are case studies of specific countries among them India, West Germany, Great Britain, France, Japan and Columbia. Each of the articles provides an analysis of the problems and prospects for reform in the particular country under consideration.

CASE STUDIES-WORLD

156. * *International Association of Universities. Access to higher education; v2: national studies. Paris, 1965. 648 p. (The international study of university admissions).*

This international study of university admissions is the first major project of carried out under the Joint Unesco-IAU Research Programme on Higher Education. The studies of admission problems in twelve countries contained in this volume are the basic and all important documentation from which the first volume of the 'Report of the International Study of University Admissions' was prepared, devoted to general and theoretical as well as international aspects of the problem of university admissions. The twelve countries dealt with here are : Brazil, Chile, France, India, Japan, New Zealand, Senegal, Republic of South Africa, U.S.S.R ; U A R., U.K , U.S.A. The studies examine the structure of educational systems, in particular at secondary, university and higher technical levels, admissions procedures, the various examinations, scholarships, the evaluation of achievement at the end of secondary studies and during the first years of university, etc., emphasizing the characteristics of the various educational systems. Chapter bibliographies are also provided.

CASE STUDIES—INDIA

157. *Thomas T.M. Indian educational reforms in cultural perspective. Delhi, S. Chand, 1970.*

An analysis and interpretation of selected educational reforms in India. It reveals how education and culture effect each other and provides new dimensions by bringing both into close relationship.

INDIA—ADMINISTRATION REPORTS

158. *India. Ministry of Education. Report of the year. 1947-48— . New Delhi.*

Contains the activities of the Ministry describing the activities of the Central Government in educational and cultural fields, assistance to State Governments, administration of schemes of nationwide interest, co-operation at the international level.

159. *University Grants Commission (India). Report of the year, 1957-58— . New Delhi.*

A report of the work of the Commission during the year under review, to be laid before both Houses of Parliament. Usual contents include information on current trends, standards of teaching and research, development grants for higher education and research; central universities; new universities; institutions deemed to be universities; programmes for teachers; students welfare; scholarships and fellowships; other programmes; foreign exchange; foreign aid programmes; funds; conclusions.

INDIA-STATISTICS (PERIODICAL)

160. *India. Ministry of Education. Education in India; a graphic representation, 1947-48— . Irregular. New Delhi, Manager of Publications, 1951— .*

Contains a survey of education in the following fields alongwith detailed statistical data has been presented for the period under review. (1) general survey, (2) educational organization and personnel, (3) primary education, (4) basic education, (5) secondary education, (6) university education, (7) training of teachers, (8) professional and technical education, (9) social education, and, (10) other aspects of education. The last chapter gives quineuennial statistical progress and attempts to indicate broad trends of developments in selected fields of education.

161. *India. Ministry of Education. Education in the states; a statistical survey, 1945-56— . New Delhi, Manager of Publications.*

Contains the salient statistics of educational institutions in the states and union territories of India for the year under review. The statistics relate to only recognized institutions (enrolment, expenditure, examination results etc.)

162. *India. Ministry of Education. Education in Universities in India; a statistical survey, 1947-48— . New Delhi, Manager of Publications, 1950— .*

The first part presents a general and statistical survey of the progress made in the preceding year. The review is followed by statistical tables on the following topics: (1) universities in India-jurisdiction, type, faculties and

medium of instruction/examination; (2) number of university teaching departments and colleges; (3) number of colleges by type of education; (4) enrolment; (5) enrolment by type of education; (6) enrolment by standard in different departments, etc.

163. *University Grants Commission (India). Statistical digest. vol. 1. 1962— . New Delhi.*

Contains the information about the number of colleges and enrolment in the universities during the year under review. Basic information about the universities like their year of establishment and type has also been indicated.

164. *University Grants Commission (India). University development in India; basic facts and figures. 1957-58— . A. New Delhi.*

Contains the annual statistical report based on the date supplied by the various universities and colleges relates to the position as on the year under review and covers the following aspects for the year : (1) all India statistics on enrolment, (3) universities, colleges, (3) teaching departments of universities, (4) enrolment in teaching departments and affiliated colleges etc. Data pertaining to institutions deemed as universities and institutions of national importance have been given separately.

INDIA-STATISTICS (STRAY)

165. *India Oxygen Limited, Calcutta. India; a statistical outline. New Delhi, Oxford and IBH, 1976.*

Provides statistics on education : achievements and

targets (1950-51 to 1971): Expenditure on scientific research and development (1958-59 to 1971-72).

166. *India. Planning Commission. Education Division Selected educational and related statistics at a glance; plan and non-plan. Delhi, 1969. 105 p.*

Seventy six statistical tables have been presented under the following 8 heads: (1) general; (2) demographic; (3) budgeted expenditure on education and total budgets, centres, states and Union Territories; (4) institutions and enrolment; (5) teachers; (6) educational expenditure; (7) education in rural areas; (8) Plan statistics.

WORLD-STATISTICS (PERIODICAL)

167. *Unesco Statistical yearbook. 1963— . Paris, 1964— . 1966. 505 p.*

Continuation of basic facts and figures.

Data provided by over 200 countries and territories are regularly incorporated in the yearbook. In addition to figures for the latest year for which date was available, figures for earlier years have been included where appropriate and feasible. The first part of the yearbook consists of two tables on area and population and one on literacy. They provide background material for all the other tables presented in the yearbook, which are concerned with educational institutions, finance, culture and mass media. Also includes a list of other Unesco publications which present statistical data at the end of the volume.

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WORLD-STATISTICS (STRAY)

168. *Higher education : international trends, 1960-1970. Paris, Unesco, 1975. 254 p. (statistical reports and studies, 19)*

Analysis of the main trends in the quantitative development of higher education during the last decade. Concerns more specifically trends in numbers of students and graduates. Contains, in addition to a statistical study for each continent or world region, statistical tables setting out the main data collected by Unesco, over several years.

FINANCE, INDIA-STATISTICS

169. *India. Committee on Plan Projects. Educational expenditure in India, 1950-51 to 1960-61, statistical abstracts. New Delhi, 1965. 18 p. Mimeo. (Study of costs of education in India, monograph 1)*

Gives statistical data regarding educational expenditure in India during the first two five year plans.

170. *India. Ministry of Education. Expenditure on education as shown in Central and state annual budgets, 1974-75 to 1976-77; compiled from budget estimates of 1976-77. New Delhi, 1976. (Studies in Educational Statistics, no. 6)*

Contains an analysis of budgetted expenditure for the years 1974-75 (actuals), 1975-76 (revised estimates) and 1976-77 (budget estimates) in respect of education for all the states, Union Territories and for the Centre.

171. *India. Ministry of Finance. Budget. New Delhi. 1947/48—*

An annual publication which contains in details the budget allocations to the different ministries for the year under review.

172. *National Council of Educational Research and Training (India). Educational expenditure in India. New Delhi, 1965. (Study of costs of education in India, monographs 2 and 3).*

Contains comparative statistical figures for the years 1950/51, 1955/56 and 1960/61.

INDIA-COMMISSION REPORTS

173. *India. Education Commission, 1964 Report of the Education Commission (1964-66); education and national development. Delhi, Manager of Publications, 1966. 692 p.*

Deals with general aspects of educational reconstruction common to all stages and sectors of education. Includes reorientation of the educational system to national objectives, structural reorganization, improvement of the status and education of teachers, enrolment policies and equalization of educational opportunity. Also deals with the different stages and sectors of education (*viz.* problems of school education and higher education) education for agriculture and technical and vocational education, programmes of science education and research and problems of adult education. Mentions the problems of implementation which includes educational planning, administration and finance. Also gives a summary of the recommendations alongwith the statistical and other data at the end.

174. *India. Ministry of Education. Committee on Higher Education for Rural Areas; Rural Institutes, 1954, Report. New Delhi, 1955. 77 p.*

Makes a comprehensive survey in the field of higher education in rural areas. Suggests ways and means of making education in the existing universities more useful and more closely related to rural needs and problems. Separate chapters appear on aims and objectives; research courses and services to the community; admission and examinations; organization and administration; finance; implementation, summary of recommendation etc.

175. *India. Ministry of Education. Committee of Members of Parliament on Education, 1967. National Policy of education; report. New Delhi, 1967. 56 p.*

Examines the major recommendations of the Education Commission (1964-66) and in certain recommendations the committee differs with the commission but accepts several of its major recommendations, some with modifications or changes in priority. Also incorporates new recommendations in certain areas which was not fully covered by the Education Commission in the statements of the national policy of education having separate chapters on transformation of the educational system, equalization of educational opportunities, programmes of qualitative improvement, organization and administration, a programme for immediate action etc.

176. *India. Ministry of Education, Committee of the Members of Parliament on Higher Education, 1963 Report. New Delhi, Ministry of Education, 1964. 65 p.*

Contains in all sixteen recommendations regarding

the responsibility of the Central Govt. in the field of higher education according to the provisions of the constitution. Some of the suggestions include : (i) university and higher education should be transferred from the state list to the concurrent list, (ii) education must be regarded as one integrated whole, (iii) the number of scholarships for university education and research should be considerably increased in institutions of higher education, (iv) single faculty universities are not recommended.

177. *India. Ministry of Education. Indian University Education Commission, 1948. Report. Delhi, Manager of publications, 1949. 2v. (1356 p.)*

The report suggests improvements and extensions on Indian university education that may be desirable to suit present and future requirements of the country. Contains chapters on the aims of university education, teaching staff, universities and colleges; standard of teaching; courses of study; arts and sciences; professional education; religious education, medium of instruction, examinations; students; women's education; constitution and control; finance; Banaras; Aligarh and Delhi universities; other universities; new universities; rural universities, etc.

178. *India. Ministry of Education. Three-year Degree Course Estimates Committee, 1956. Report. New Delhi, 1958. 23 p.*

Contains chapters on the nature of the problem financial implications, administrative implications, summary of recommendations, appendices—terms of reference, and report of the sub-committee of the Estimates Committee.

179. *University Grants Commission (India). Committee on Audio-visual Aids for Higher Education. Report. New Delhi, 1969. 72 p.*

The observations and recommendations made by the Committee includes the transferring of the University film council to inter-university Board of India and Ceylon. All India Radio should increase the duration of university programmes, open circuit television at Delhi setting up language laboratories in universities, etc.

180. *University Grants Commission (India). Committee on Colleges, 1964. Report. New Delhi, 1967. 44 p.*

Major recommendations include : (1) 12 years' duration for school and pre-university course, (2) three year honours course, (3) autonomous states : short of university (degree giving) status to selected colleges, (4) improvement of examination and assessment system, (5) improvement of economic status for teachers, etc.

181. *University Grants Commission. Committee on General Education, 1958. Report. New Delhi, 1961. 89 p.*

Describes a number of different principles on which general education could be introduced in Indian higher education and after taking into account various views on the subject suggests ways in which general education can be made an ally of good education.

182. *University Grants Commission. Committee on Standard of University Education, 1961. Report. New Delhi, 1965. 282 p.*

Contains the results of a systematic study of the pro-

blems of relating to the standards of higher education in Indian universities and recommendations made for the determination and maintenance of standards of teaching, examination and research.

183. *University Grants Commission (India). Committee on Students Welfare and Allied Matters. Report. New Delhi, 1967. 35 p.*

Highlights individual acts of indiscipline should be distinguished from mass indiscipline. Every effort should be made for prompt removal of discontent among students. There should be increasing association of students in decision-making and other programmes. Education should be connected with employment to bridge the existing gulf between the two. Steps should be taken to prevent political interference in internal affairs of universities and colleges.

184. *University Grants Commission (India). Library Committee, 1957. University and College libraries; report. New Delhi, 1965. 228 p.*

Contains chapters on utilization of UGC grant, library finance, book selection and book purchase, promotion of reading habit, weeding out, wear and tear and loss, documentation, departmental collection, library personnel, strength of library staff, training of library personnel, library buildings standard for fitting and furniture, summary of chief recommendations and proceedings of the seminar 'from publisher to reader' held on March 4-7, 1959.

185. *University Grants Commission (India). Review Committee on*

Education, 1960. Report. New Delhi, 1960.

Examines the standard of teaching and research in the departments of education in Indian Universities and stresses the need to formulate well defined objectives in this regard.

MEDIUM OF INSTRUCTION, INDIA-COMMISSION REPORT

186. *University Grants Commission (India). Working Group on Medium of instruction. Report. New Delhi, 1961. 133 p.*

Considers all aspects of the question pertaining to the change of the medium instruction from English to an Indian Language. Major recommendations include : (i) it is for universities to prescribe the medium of instruction, (ii) a change in the medium should not be effected until a fair number of books of a suitable standard for students and teachers, covering the whole degree course are available, (iii) in the field of science and technology, the terms of international use should be accepted with minimum change, (iv) in the central universities and regional colleges and institutions there should be parallel classes with English medium as necessary change-over etc.

EXAMINATION, INDIA-COMMISSION REPORTS

187. *India. Ministry of Education. Central Advisory Board of Education. Committee on Examinations, Report. New Delhi, NCERT, 1971. Various pagination.*

The prevailing systems of examination in the country and the manner in which they give rise to malpractices

have been reviewed. Scientific methods of conducting examinations with specific references to the purpose for which they are meant have been discussed.

188. *University Grants Commission (India). Examination Committee, 1957. Report on examination reform. New Delhi (1962). 115 p.*

Contains general and specific recommendations to improve the method of examination in our universities. Some of the recommendations include : (i) only those candidates should be admitted to colleges who are capable of profiting by higher education, (ii) it is necessary to restate the educational objectives underlying examinations, (iii) reform in examinations cannot be brought out without improvement in the methods of teaching, (iv) a system of international assessment based on a record of classwork should be introduced etc.

STUDENT UNREST, INDIA—COMMISSION REPORT

189. *University Grants Commission (India). Committee on Student Indiscipline in Indian Universities. Report. New Delhi, 1960. 25 p.*

The main recommendations made by the Committee include : (i) student should be admitted to colleges and universities on merit basis, (ii) to raise the minimum age of entry from 16 to 17, (iii) no college should be allowed to have more than 1,000 students, (iv) university and colleges should take appropriate steps to bring about increasingly close touch between teachers and students, etc.

PLANNING, INDIA-COMMISSION REPORT

190. *India. Planning Commission. Working Party on Planning Administration and Evaluation. Educational planning, administration and evaluation in the Fourth Five Year Plan, 1969-74; report. Nayashikshak, 11(3) Jan.-Mar., 1969, 67-140.*

Some of the main recommendations of the working party include : (i) there is need to adopt a broad-based and decentralised system of educational planning, (ii) the state plans are very important and the centre of gravity of the entire planning process in education will have to be at state level, (iii) it is the responsibility of the central government to take long-term and co-ordinated view of educational development and to ensure that regional imbalances between states are minimised etc.

WORLD-SURVEYS

191. *Thomas, Jean, World Problems in educations; a brief analytical survey. Paris, Unesco press, 1975. 166 p. (IBE : studies and surveys in comparative education).*

Contains a wide-ranging survey of the most topical problems of education, presented in a logical sequence. First there is the education system in a whole, which are emerging in all regions of the world, since education is expected the profound changes taking place in society and find solutions to the most pressing problems. Then, a few delicate areas secondary education, particularly with regard to the employment opportunities to which it provides access, higher education and the new horizons it opens up, etc.

192. *Unesco, on Asian educational development; perspectives for 1965-80. Paris, Unesco, 1966. 126 p.*

An educational model of Asian countries—that is member states participating in the Karachi Plan, or, all Asian countries except Japan, Mainland China, Australia, and New Zealand—which is used to project up to 1980: (1) the shape of educational pyramids, (2) the stock of teachers required, (3) the level of costs and expenditures, and (4) the output of particular types of skilled manpower. This is followed by a long discussion of Asia's educational problems in the next decade and a half.

193. *Unesco. Educational Planning; a survey of problems and prospects. Paris, Unesco, 1968. 197 p.*

This document, prepared for the International Conference on Educational Planning, held in Paris, August, 1968, consists in part of critical comments on educational planning over the past decade and for the rest of a discussion of the problems with which educational planning will have to deal in the next 10 years. Chs. 2, 3, 4, p 30-69, contain some fascinating information on the character of educational planning around the world, based on a special survey carried out for this conference.

194. *Unesco. Educational trends in 1970; an international survey. Paris, 1970. 242 p.*

A survey dealing with the different aspects of education on an international level. Statistical tables showing the education trends in 1970's are also given.

195. *Unesco. World guide to higher education; a comparative survey of systems, degrees and qualifications. Paris, Unesco press, 1976. 302 p.*

Provides a worldwide country by country survey both of systems of higher education and of degrees and diplomas awarded in countries which have such a system. The introduction which precedes the country studies offers a global analysis of the problems encountered when studies, degrees or diplomas must be evaluated in order to undertake a further stage of education in a learning establishment abroad. Also supplies the general criteria for recognizing degrees and diplomas and suggests the creation of means of comparison and decision making which could play a significant role in Unesco's future activities in the field.

196. *World survey of education; v4. Higher education. Paris, Unesco, 1966 1,493 p.*

Fourth volume of the world survey of education, a series of reference works, published by Unesco on the organization of the various education systems, provides precise and concise information on higher education throughout the world and gives an over-all picture of higher education highlighting the various bases for comparison of the national systems. The volume begins with several statistical tables and international studies on various aspects of higher education, it is followed by some 200 monographs on individual countries or territories which have higher education establishments. Each monograph follows the same pattern : a brief description of the educational system as whole; the evolution of higher education; university institutions; institutions offering training establishments; current trends and problems.

INDIA-SURVEYS

197. *Education in India, 1960-1970. Bulletin of the Unesco Regional Office for Education in Asia*, 6(2) Mar. 1972, 45-56.

Surveys the overall development in education during 1960-1970 and pays special emphasis on the review of educational developments made by the Education Commission, 1964-66 and thereby the resolution of the Govt. of India on National Policy of Education (1968).

198. *India. Educational activities of the Government of India. New Delhi, 1963. 599 p.*

A detailed and informative survey of the educational activities carried out in all the different ministries of the Government of India.

199. *Naik, J.P. Policy and performance in Indian education 1947-74; K.G. Saiyidain memorial lectures, 1974. New Delhi, Orient Longman, 1975. 112 p.*

A survey of the evolution of Indian education policy from 1947-1974, which is matched against the performance and the resulting balance-sheet although somewhat discouraging reflects, on the whole, the growing intensity of the national effort to develop education.

LEGISLATION-INDIA

200. *Constitution of India. Education in the Indian Constitution,*

1950. *Delhi, Manager of Publications, 1951.*

Contains a number of important provisions which have a direct or indirect bearing on education. Includes the preamble to the constitution, free and compulsory education, education of the socially and educationally backward classes of citizens, women education, religious education etc.

201. *India. Institutes of Technology Act, 59/1961. New Delhi, Publications division, 1961.*

Declares three institutes of technology at Bombay, Madras and Kanpur to be institutions of national importance with power to grant degrees, diplomas and other academic distinctions.

202. *India. Lok Sabha. Estimates Committee, 1965-66. Hundred and second report. New Delhi, Lok Sabha Secretariat, 1966. 306 p.*

Spread over in 9 chapters. Contains 104 recommendations : (i) origin, composition and functions of UGC; (ii) development of higher education; (iii) funds of commission; (iv) improvement of standards of teaching and research; (v) collegiate education; (vi) teaching staff; (vii) student welfare and allied matters; (viii) miscellaneous; (ix) conclusion.

203. *India. Ministry of Education. Committee on Model Act for Universities. 1961. Report. New Delhi, 1964. 43 p.*

Contains chapters on general constitution underlying university organization, visitor and officers of the uni-

versity; authorities of the university; colleges, students' welfare, etc; and summary of recommendations.

CURRICULUM-INDIA

204. *Ranganathan, S.R. Productivity and partnership in university education. Library Herald 1968, 10(1), 1-15.*

Education has been defined as the development of the whole personality of man. With the aid of schematic diagram, the factors involved in developing the personality of an individual as well as of society have been explained. The role of university education in this respect has been discussed. Its role is not merely the enrichment of memory but also the sharpening of the intellect. The need for the collection of facts and ideas by the students from the library as an essential supplement to classroom work has been stressed. For this purpose, the librarians should take over the students at the point they are left by the teachers. In order to increase the productivity of university education, it should cease to be curriculum-centred and textbook-centred but should become student-centred and library-centred and there should be a close partnership between librarians and teachers.

205. *University Grants Commission (India). Centres of advanced study in Indian universities. Delhi, 1967. 81 p.*

The Commission has undertaken in consultation with the universities a scheme for developing a limited number of university departments for advanced training and research in selected fields. The scheme is intended to encourage the pursuit of excellence and team-work and to attain international standards. The departments are

selected on merit basis and had started 26 centres of advanced study covering the following fields : Physics, Chemistry, Bio-Chemistry, Botany, Zoology, Geology, Mathematics, Astronomy, Economics, History, Philosophy, Sanskrit, Linguistics, and education. The publication describes the activities of the Centres.

206. *University Grants Commission (India). Principles and mechanics of the semester system. New Delhi, 1971. 78 p.*

Gives necessary guidelines of the system for the information of universities. Contains the various principles and implementation of the semester system. Highlights the advantages of semester system and the various other features associated with it.

MEDIUM OF INSTRUCTION-INDIA

207. *John, V. V. Education and language policy. Bombay, Nachi ke ta Publications, 1969. 79 p.*

Examines our language policies from an educational point of view. The author's vigorous and closely argued thesis that a well designed curriculum in the mother tongue should be made the basis of the transformation we seek in the quality of our education is of worth mention.

EXAMINATION REFORM-INDIA

208. *Inter-University Board of India and Ceylon. (New Delhi).*

Examination in higher education. New Delhi, 1972. 359 p.

Contains the deliberations of a series of seminars conducted by the Inter-University of India and Ceylon on examination reform. Also includes several recommendations regarding the same.

209. *National Council of Educational Research and Training (India). Examination reform in the Fourth Five Year Plan. Education Quarterly, 1968, 20(1), 47-50, 53.*

The major programmes are : (i) improvement of evaluation at the entire school stage; (ii) improvement of educational standards; (iii) improvement of evaluation in teacher education; (iv) improvement of evaluation at the university stage; and (v) research in educational evaluation.

210. *Taylor, H.J. Three Studies in Examination technique. New Delhi, UGC, 1964. 33 p.*

Incorporates three studies on : (1) an examination of examiners, (2) supplementary examinations, and (3) grace marks. The papers describe how the conventional examination can be used to the best advantage.

STUDENT UNREST-INDIA

211. *Altback, Philip G., ed. Turmoil and transition. Higher Education and Student Politics in India. Bombay, Lalvani, 1968. 278 p.*

Illustrates the political role of university students in India. Discusses importance on the independence

movement, and their current capacity to disrupt the educational system and the precipitate political crisis. Includes also some case studies from Indian higher education scene.

212. *Kamat, A.R. Wastage in College Education; two studies about students of the university of Poona. Poona, Gokhale Institute of Politics and Economics, 1963. 202 p.*

Consists of two studies in education based on the performance in examinations of the students of the Poona University. The first study estimates wastage and stagnation in college education in arts and science by considering a three year entry of students to the Ferguson College, Poona. The second study examines the large number of failures in the Pre-degree examination of the University with a view to indicate the problem areas where remedial measures are needed.

213. *Ross, Aileen D. Student Unrest in India; a comparative approach. Montreal, McGill Queen's University press, 1969. 301 p.*

Contains the author's study in detail specific reasons for student indiscipline in India. This analysis focusses on four main questions i.e. (i) why do youngmen and women from widely different grounds, in countries far apart, participate in similar rebellious behaviour, (ii) why has rebellion occurred, at this particular moment in history, (iii) is this a passing phase or are the organized forms of action likely to result in basic changes in the structure of institutions of higher learning, and finally, (iv) why is it that only a relative small proportion of students are, as yet, activists?

PLANNING-INDIA

214. Callaway, Archbald. *Education planning and unemployed youth*. Paris, 11 EP, Unesco, 1971. 47 p. (fundamentals of educational planning. 14).

Deals with the problem of educational planning and highlights the drawbacks of educational planning in the world and thereby the unemployment among youth. Also highlights that better planning can solve the increasing trend of unemployment problems to a greater extent.

215. India. Planning Commission. Education Division. *University education in the fourth plan*. (In India. Planning Commission. Planning Group on Education. Steering Committee. *Educational development in the Fourth Plan (1969-74)*—report of... New Delhi, 1968, 73-97).

Suggests programme of university education should concentrate on : (1) promotion of first rate centres of post graduate studies and research in universities; (2) selection of subjects/fields for high level specialization; (3) expansion of programmes of seminars and summer institutes; (4) improvement of curricula; (5) reform of examinations; and (6) making university education more library centred.

216. India. Planning Commission. *Education in the Fifth Five Year Plan, 1974-1979*. New Delhi, Ministry of Education, 1972. 57 p.

Include an integrated and comprehensive programme of educational development which will catalyse social transformation, promote economic growth and

accelerate our progress towards socialism. A brief description of the programmes is given under the titles : (i) transformation of the educational system, (ii) improvement of standards, (iii) pre-school development, (iv) universal primary education for the age group 6-14, (v) adoption of uniform pattern of school and college classes (10+2+3), (vi) higher education, etc.

217. *India. Planning Commission. Second five-year plan. Education and Social Services. New Delhi, Govt. of India Press, 1957. 500-522 p.*

Summary of measures for educational reform being undertaken in the context of the second five-year plan. A series of programmes for educational directed to assisting economic development, but not an educational plan.

218. *Kaul, J.N. Higher education in India; 1951-71; two decades of planned drift. Simla, Indian Institute of Advanced Study (c 1974).*

Diagnoses the present sickness of the Indian higher education in the last two decades and suggests some unorthodox remedies to reinvigorate it. During the past quarter century the growth of Indian higher education has been merry but a fruitless exercise in planned drift. The result is that Indian higher education, over the years, has grown, but not developed; its present size and proportion having no relationship either with the intentions of the planners or with the imperatives of national development.

219. Mukherjee, K.C. *Under-development, educational policy and planning. Bombay, Asia, 1967. 432 p.*

Seeks to examine the educational problems of India since independence and their social and economic implications against the background of the problems of under-developed countries, especially of India. In the framework of the developmental problems detailed analysis is made of primary, basic, scientific and technical and higher education in India. A historical background of the developments upto 1947 and a comparative study with that of the British experience is also provided. All these issues are related with the problems of planning.

220. Onushkin, Victor G., ed. *Planning the development of universities; a series of reports based on an international Institute of Educational Planning research project. Paris, Unesco press, 1975. 4v.*

Volume 1 deals with an IIEP seminar on planning, the development of universities, held in Paris from 7th to 11th July, 1969. Volume 2 is an analysis of the questionnaire of the project planning the development of universities. Volume 3 contains the final report of the project/summary report of the seminar/summaries of case studies/guidelines for the preparation of case studies. Volume 4 contains a collection of case studies on planning with respect to a selected number of universities all over the world.

221. *Review of educational development from 1951-52 to 1968-69. Education Quarterly, 1968; 19(4), 1-65.*

Covers 18 years during which India's economic

planning has been in operation. First three articles are extracts from programmes of educational development proposed in the three successive plans. Another article gives an extract from the draft Fourth Five Year Plan.

222. *Unesco Regional Advisory Team for Educational Planning in Asia. Long-term projections for education in India; report. Bangkok, Unesco office for Education in Asia, 1965. 171 p. Mimeo.*

Presents the views and findings of the team members. Sketch out the picture of the educational system as a whole in India.

ADMINISTRATION-INDIA

223. *Beloff, M. Indian universities and their problems; some first impressions. (Lecture delivered at the India International Centre on 2 December 1966). New Delhi, (1967). 20 p.*

Lecture highlights the difficulties in the assessment of Indian education i.e. absence of an academic community; and absence of fundamentals in all discussions on education which concentrate on immediate problems. Some criticism of Education Commission's report also appears. Main problems of Indian education are : (i) low socio-economic status of teachers and their consequent isolation from nation's life; (ii) premature political democratization; (iii) problems of languages; and (iv) non-availability of suitable reading material. It also includes some suggestions for solving problems.

224. *Deshmukh, C.D. In the portals of Indian universities; con-*

vocation and other addresses. New Delhi, UGC. (1959) 336 p.

A collection of a few of the addresses delivered by the author during 1956-58 as Chairman of UGC which contains some of the thoughts of the author on various aspects of higher education in India.

225. *Dongerker, S.R. University education in India. Bombay, Manaktalas (1967), 360 p.*

After giving a brief history of higher education in India in about seven chapters out of a total twenty-six the author gives a detailed account of the various aspects of higher education and the numerous problems confronted in university education in India.

226. *Husain, Zakir. Dynamic university. Bombay, Asia (c 1965), 119 p.*

A collection of addresses delivered by the author on various aspects of higher education in India which includes : (i) national education under national control, (ii) education and its problems, (iii) spiritual regeneration of the individual, (iv) a true university to fashion our future, etc.

227. *John, V.V. Misadventures in higher education, New Delhi, Young Asia, 1973. 253 p.*

The six sections appear in this book deals with problems of Higher Education, such as problems : (i) in Delhi University, (ii) in choosing a vice-chancellor,

(iii) in organization and governance of universities, (iv) in professional matters of interest to teachers, (v) in curricular and extra-curricular fields with particular concern to students and (vi) in education as privilege.

228. *Kapur, J.N. Current issues in higher education in India. New Delhi, S. Chand, 1975. 248 p.*

The problems discussed include the following : autonomous colleges; correspondence courses; non-formal education; job-oriented education; goals for higher education; delinking of jobs with degrees; educationalisation of vocations; legitimacy and relevance of universities; student unrest; educational planning for national development; economics of higher education; higher education as an agent of social change; postgraduate education; semester system; examination reforms; role of a vice-chancellor; problems of educational administration; role of computers in educational management; computer assisted instruction; teacher education; faculty improvement; excellence in teaching; role of a creative teacher scholar; role of N.S.S.

229. *Mansukhani, G.S., ed. Crisis in Indian universities. New Delhi, Oxford & I.B.H., 1972. 211 p. (Studies in Indian education series I)*

Contains a number of studies on contemporary problems of higher education in Indian universities. Problems of educational administration in Indian universities is dealt with in detail.

230. *Nurul Hasan, S. Challenges in Education, Culture and*

Social Welfare. Bombay, Allied, 1977. 2v.

A collection of speeches and addresses delivered between 1971 and 1976 by the author, who was Minister of Education in India, during this period, which deal mostly on education. Includes addresses to the Central Advisory Board of Education which deals with the overall problems of educational planning and development, convocation addresses delivered at 21 universities which deal with several important policy issues in higher education and highlight the directions in which its future is being (or should be) shaped, etc.

231. *Pradhan, G.P. Some problems of higher education in India; Lala Lajpatrai memorial lectures series, first series 1972-73. Bombay, Lala Lajpatrai Institute (n.d.)*

The lecture, "some problems of higher education in India", is divided into three parts i.e. 'Students', 'Teachers', and 'The Universities and the Government'. An attempt to relate the theoretical aspects of the problem to certain theoretical propositions is done in the lectures.

232. *Ramaswami Aiyar, C.P. Indian universities; retrospects and prospects. Annamalai, Annamalai University, 1964. 306 p.*

Contains nineteen convocation addresses of the author from 1924 to 1964. Deals with all aspects of university education in India with emphasis on administration and organisation of institutions of higher learning.

233. *Rudolph, Susanne Hoeber, ed. Education and Politics in*

India; studies in organization, society and policy. Delhi, Oxford university press, 1972. 470 p.

Contains four parts dealing with : (i) the political system and educational system : an analysis of their interaction, (ii) educational institutions in their social and political environment, (iii) political dimensions of university government, and (iv) professional constraints on politicization of education.

234. *Shah, A.B., ed. Higher education in India; congress for cultural freedom. Bombay, Lalvani, 1967. 237 p.*

A collection of essays on different aspects of higher education in India presented in a symposium on the problems of higher education in India which includes : (i) higher education : problems of expansion, (ii) higher education and economic development, (iii) college administration and academic freedom, (iv) universities and the government, etc.

FINANCE-INDIA

235. *Azad, Jagdish Lal. Financing of higher education in India; a critical study of the patterns, procedures and policies of the financing of higher education in India in the post-independence period. New Delhi, Sterling, 1975. 236 p.*

Seeks to probe into the labyrinths of higher education finance, with particular reference to the aggregative as well as institutional finances. Also attempts to analyse the patterns, policies, procedures and policies of providing financial support to the institutions of higher education adopted by the central and state governments.

236. *Misra, Atmanand. Educational finance in India. New Delhi, Asia, 1962. 616 p.*

An effort has been made to assess policies, purposes, lapses and lacunae involved in the handling of educational finances, both by public and private agencies during the past three centuries. Gives a historical survey for 1898-1956, an evaluation of existing trends and practices; conclusions and suggestions: appendices on statistics on education finance in India.

SCHOLARSHIPS, FELLOWSHIPS, etc.-WORLD

237. *Association of Commonwealth Universities. Awards for commonwealth university staff, 1976-78. London, 1975. 220 p.*

Contains details of fellowships, visiting professorships and lectureships, grants etc., that are open to university teachers and university administrators in a commonwealth country who wish to carry out research, make study visits or teach for a while at a university in another commonwealth country. Brief notes are given on the services offered by certain organizations which encourage the movement of academic staff between Commonwealth countries (e.g. the Inter-University Councils for Higher Education Overseas). All subjects of study or research are covered in which there are university facilities and each is indexed. Published in revised editions at two-yearly intervals.

238. *Association of Commonwealth Universities. Financial Aid for first degree study at Commonwealth universities. London, 1975. 55 p.*

An A.C.U. information paper for student advisers which lists in 40 stencilled pages details of scholarships,

bursaries, grants etc., for commonwealth students who wish to study for a first degree at a commonwealth university outside their own country. Divided in four sections: (1) awards that are part of multinational schemes; (2) awards offered by governments (or other bodies) in certain countries to their own nations for study abroad; (3) awards for students from abroad, offered by the governments, universities or other bodies in the country of tenure; (4) financial aid for refugee students.

239. *Association of Commonwealth Universities. Scholarships guide for Commonwealth post-graduate students, 1977-79. London, 1976.*

Contains information about scholarships, grants, assistanceships, etc., open to graduate of commonwealth universities wishing to undertake post-graduation (including post-doctoral) study or research at a Commonwealth university outside their own country. The appendices give information about awards tenable at some major non-university institutions in the commonwealth and about awards open only to graduates of universities in Commonwealth country of tenure. All subjects of study or research are covered in which there are university facilities and each is indexed. Published in revised editions at two-yearly intervals.

240. *Commonwealth Scholarship and Fellowship Plan. Annual reports, 1960-61— 1974/75. London, Association of Commonwealth Universities.*

Contains information about the selection and award of scholarships for students and teachers for higher studies outside their country but in any commonwealth

country. Gives datawise information regarding the number of scholarships sanctioned to each commonwealth country according to the plan for the year under review.

241. *Study abroad. 20th ed. 1975-1976, 1976-1977. Paris, Unesco, 1974. 523 p.*

Unesco's guide to subsidized study and travel all over the world. Lists and describes : (a) scholarships, travel grants, and exchange programmes; and (b) international courses in all fields of study. More than 70 international organizations and over 2,000 national institutions (government programmes, private foundations and endowments, universities, institutes and associations) in early 130 countries and territories sponsor and administer these programmes. Contains two parts : (i) international scholarships, and (ii) international courses.

242. *Vocation study abroad, v20 : vocation courses and scholarships. Paris, Unesco, 1971. 109 p.*

Provides information on short courses, seminars, summer schools, scholarships, and travel grants available each year to students, teachers, and other young people and adults planning to undertake study or training abroad during their vocations.

SCHOLARSHIPS, FELLOWSHIPS, etc.-INDIA

243. *Educational facilities in India and abroad; a quarterly service. 1962— . New Delhi, Information section, Ministry of*

Education, Government of India.

Contains information on approved courses of studies/training abroad, foreign exchange facilities, facilities for study for various courses in India, Indian students in foreign countries, awards and scholarships etc.

244. *India. Ministry of Education. Scholarships for study abroad and at home. 7th ed. New Delhi, 1975. 79 p.*

Contains information about scholarships/fellowships offered by foreign governments/organisations for Indian nationals and by Commonwealth countries. Also contains information regarding scholarships, for study at home for Indian nationals administered by the Ministry of Education and Social Welfare, scholarships for foreign students for studies, training in India and scholarships for study in schools.

EMPLOYMENT-WORLD

245. *Haq, Muhammad Shamsul. Education, manpower and development in South and Southeast Asia. New York, Praeger, 1975. 221 p.*

This study analyses the role of education in national development. The utilization of human capital, or the quality of life, is considered to be the main component in well integrated national development. The concept of human capital and its formation through investment in education of industrial countries are reviewed as prospective models for application to developing countries.

246. *International Labour Organization. Asian Regional Team for*

Employment Promotion. Generating employment for the educated in India; a report on a mission to India; June-August 1972. Bangkok, 1973. 184 p.

As per the request made by the Govt. of India, the mission studies the problem of unemployment among educated and technically trained persons, to evaluate existing schemes for employment generation among such persons, and suggests further measures with special reference on entrepreneurship. Reflects a two pronged approach : (i) schemes designed to generate employment for the educated, and (ii) an attempt is made to put this Indian experience into perspective.

EMPLOYMENT-INDIA

247. *Blang, Mark. The causes of educated unemployment in India by Mark Blang (and others). Edinburgh, Oliver and Boyd, 1968 (Reports, Units for Economic and Statistical Studies on Higher Education London School of Economics and Political Science, 13).*

A report based on published data on income by education, some of it coming from industrial manpower studies, and on unemployment and factors affecting career choice.

248. *India. Education Commission. Brain drain. (In Report of the Education Commission, 1964-66—education and national development. Delhi, Manager of publications, 1966—p 416-17, 464).*

A large number of persons who go abroad tend to stay indefinitely and many accept foreign nationality.

The main causes are better emoluments and research facilities available abroad. Education should therefore, promote the sense of commitment to one's people and social responsibility to them.

249. *Institute of Applied Manpower Research (New Delhi). Fact book on manpower. New Delhi, 1963.*

A continuous project of the IAMR, an institution set up in 1962 by the Govt. of India to conduct research on problems of manpower planning. Part I presents data on population, labour force and employment; part II on education and training; and part III on scientific and technical manpower.

250. *Institute of Applied Manpower Research, (New Delhi). Educated persons in India, 1960-61 to 1975-76. New Delhi, 1965. 51 p. (Manpower aspects of educational development).*

Contains basic surveys and studies to enable the government to provide systematic forecasts of manpower requirements and supply.

Part 3 A

HIGHER EDUCATION ORGANISATIONS

HIGHER EDUCATION ORGANISATIONS-WORLD

1. *Asian Institute For Educational Planning and Administration, Indraprastha Estate, Ring Road, New Delhi (India).*

Formerly the Regional Centre for the Training of Educational Planners, Administrators and Supervisors (created in 1962 by the Governments of India with the aid of Unesco), it became the Asian Institute for Educational Planning and Administration with effect from 1 April, 1965. The institute is primarily engaged in research and training. It organizes longterm training courses for educational planners and administrators at basic and advanced levels and assists Member States in the region.

2. *Association of Commonwealth Universities. 36 Gordon Square, London, England. WCIH OPF.*

It was founded in 1913 and later incorporated by royal charter, 1963. The Association is the oldest international inter-university association in the world and is governed by a Council of executive heads representing member universities. It has 204 member universities in 26 commonwealth countries (57 members in Asia, 53 in Europe, 46 in America, 29 in Australasia and the Pacific, and 19 in Africa) 82 of its member institutions are in developing countries. The aim of the A.C.U. is to promote contact and co-operation between the universities of the Commonwealth. The Association serves them in a number of practical ways: (i) It organises conferences in many parts of the world (ii) It promotes the movement of staff between commonwealth universities by helping member institutions to fill vacant academic posts, by a scheme of travel grants for senior administrators; and by a programme of academic exchanges between member institutions in developing countries

(iii) It assists the mobility of students between countries through its administration of a number of scholarship schemes, including the British part of the Commonwealth Scholarship and fellowship Plan. (iv) It provides information about the universities of the Commonwealth and about fellowships and scholarships for travel between them, through its publications (especially the Commonwealth universities Yearbook and two awards guides) and a personal information service.

3. *Internation Bureau of Education (IBE), Palais-Wilson, Geneva, Switzerland.*

It was founded in 1925 and is an inter-governmental organization of which Governments or Ministries of Education are members. By the end of 1960 the Bureau had 55 members. One of the main activities of the IBE lies in the field of educational documentation and comparative education.

4. *Unesco Regional Office for Education in Asia Sanam Sua Pa, P.O. Box 1425, Bangkok (Thailand).*

Following an agreement signed between the Government of Thailand and Unesco, the Regional Office for Education in Asia was inaugurated in December 1961 and in December 1962 the Regional office and the Regional Centre for Educational Information and Studies, established in June 1961, were merged into a single office as an integral part of the Unesco Secretariat: the Unesco Regional office for Education in Asia. Its functions are to carry out promotional activities, i.e. to stimulate and assist Member States in the region in the implementation of the plan of education development adopted by the Regional Conferences of Ministers of

Education in Asia, and to provide documentation, information and advisory services to Member States and to Unesco field experts in the region.

5. *United Nations Educational, Scientific and Cultural Organization (Unesco) Place de Fontenoy, 75 Paris—7e (France), New York : Director, United Nations, New York, N.Y. 10017 (United States)*

The United Nations Educational, Scientific and Cultural Organization, one of the specialized Agencies of the United Nations family, was created in 1946 as an intergovernmental agency. Its membership by the middle of 1968 rose to 125 nations. Unesco encourages the collection, standardization and dissemination of specialized documentation on international and national levels. Since its start, the organization has published over 4,000 titles in different languages—mainly English, French and Spanish.

HIGHER EDUCATION, ORGANISATIONS-INDIA

6. *Central Advisory Board of Education. Govt. of India. New Delhi-1.*

The Central Advisory Board of Education, the oldest and the most important advisory body of the Govt. of India on education was first established in 1920, dissolved in 1923, and revived in 1935. The Union Education Minister is the Chairman of the Board whose composition includes distinguished educationists from all parts of the country and the representatives of the Govt. of India, the State Governments, the Parliament and the Universities. The function of the Board is (a) to advise on any educational question which

may be referred to it by the Govt. of India or by any local Government and (b) to call for information and advice regarding educational developments of special interest and value of India, to examine this information and circulate it with recommendations to the Govt. of India and to local Govts.

7. *Ministry of Education and Social Welfare. Govt. of India, New Delhi-1*

The co-ordination, collection and supply of educational information in India, as a whole, rests with the Ministry of Education. The Central Secretariat Library of the ministry serves as a centre for educational information and publishes regularly the following indexing and abstracting journals covering education articles in both education and non-education journals, received in the library. They are current education literature and Indian education abstracts. The information section provides educational information and publishes Educational facilities in India and abroad.

8. *National Council of Educational Research and Training. (India), 16 Ring Road, Indraprastha Estate, New Delhi-1*

The National Council of Educational Research and Training was established by the Government of India as an autonomous organization in 1961. It is financed by the Govt. of India. The NCERT has in turn established the National Institute of Education (NIE) specifically charged with carrying out educational research and production of instructional materials. The National Institute of Education has taken within its fold a number of departments and constituent institutes, amongst which are the National Institute of Basic Education (1956), the National Institute of Audio-Visual

Education (1959), the Department of Curriculum and Evaluation (1966), the Department of Educational Administration (1965), the Department of Teacher Education (1964), the Department of Psychological foundations (1963). The NCERT is responsible for co-ordination between the different research bodies.

9. *University Grants Commission (India), Bahadur Shah Zafar Marg, New Delhi.*

The University Grants Commission was set-up by the Government of India under an Act (3 of 1956) of Parliament in 1956. The functions of the Commission as described in section 12 of the Act are : "It shall be the general duty of the Commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities, and for the purpose of performing its functions under this Act, the Commission may (a) inquire into the financial needs of universities; (b) allocate and disburse, out of the funds of the Commission, grants to universities established or incorporated by or under a Central Act for the maintenance and development of such universities or for any other general or specified purpose; (c) allocate and disburse, out of the fund of the Commission, such grants to other universities as it may deem necessary for the development of such universities or for any other general or specified purpose; etc. A report of the activities of the Commission is laid every year before both Houses of Parliament. It publishes select documentation in higher education, Annual report, University development in India (annual statistical review) India pocket book of university education, occasional notes, UGC bulletin, Journal of higher education, reports, etc.

Part 3 B

- a) LIST OF ACRONYMS
- b) AUTHOR-TITLE INDEX
- c) SUBJECT INDEX

LIST OF ACRONYMS

A.	Annual
ACU	Association of Commonwealth Universities
AIU	Association of Indian Universities
Apl.	April
Aug.	August
BM	Bi-monthly
Co.	Company
Comp.	Compiler
Dec.	December
Ed.	Edition, Editor
FM	Four Monthly
FN	Fortnightly
Feb.	February
Govt.	Government
HMSO	Her Majesty's Stationary Office
HY	Half Yearly
IBE	International Bureau of Education
IIT	Indian Institute of Technology
INSDOC	Indian National Scientific Documentation Centre
Jan.	January
Jul.	July
Ltd.	Limited
M	Monthly
Mar.	March
Mimeo	Mimeographed
NCERT	National Council of Educational Research & Training

NIE	National Institute of Education
n.d.	no date
p.	page
Q	Quarterly
Rev.	Revised
SM	Semi-monthly
Sept.	September
UGC	University Grants Commission
Unesco	United Nations Educational, Scientific and Cultural Organisation.
Univ.	University
v.	volume
W	Weekly
WNCOTP	World Confederation of organization of the Teaching Profession.

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